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ABSTRACT

The information presented in this report was compiled during the first phase of an instructional program review at Solano Community College (SCC). Introductory material identifies the purposes of phase I as the agreement upon institutional goals and objectives and the collection of data on current programs, district and student demographics, and educational trends. After SCC's goals are specified, instructional data are provided for the divisions of business, counseling, fine and applied arts, language arts, health occupations, health/physical education, math/science, social science, and trade and technical. These data cover weekly student contact hours, sections offered, full-time equivalent faculty, instructor load at SCC and in comparison with other northern California community colleges, enrollments, percent of maximum possible enrollment attained, retention rates, and budget expenditures. Additional comments from division heads explain special situations or considerations. Reports on learning resources and community services are followed by sections containing data on enrollments, grades awarded, and withdrawals by course for fall 1981; and on degrees and certificates awarded in 1980 and 1981. Next, information is presented on enrollment projections, county population, ethnic population percentages, local employment trends, and student and educational trends. The final sections offer conclusions and recommendations and procedures for phase II of the review. (HB)

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Instructional Program Review

phase one

SOLANO COMMUNITY COLLEGE

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SOLANO COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW - PHASE I
1981-82

Marjorie K. Blaha, Ed.D.
Dean of Instruction
October 1982

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SOLANO COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW, PHASE I
1981-82

INTRODUCTION

Instructional planning requires a knowledge of institutional goals and objectives, and information on current programs, district and student demographics and educational trends. Once goals are agreed upon and data are collected and analyzed in the first phase, planning moves into a second stage which includes an examination of program vitality and the extent to which instructional programs are achieving the college's goals. The information in this document covers Phase I of the Instructional Program Review and includes recommendations for Phase II.

Planning for Phase I of the Instructional Program Review began in January, 1982, with an invitation to Division Chairs, Directors and the Faculty Senate to attend a meeting to discuss a draft proposal for an ongoing program review process. (Appendix A) Four subsequent meetings were held between January and May, 1982, to discuss the program review process, content and format and to monitor the compilation of data.

General support for some type of program review was expressed during the review process; however, faculty groups and individuals expressed a variety of concerns related to what was viewed as excessive emphasis on numerical data collection and a belief that numbers, alone, would be used as a basis for program cuts or elimination. (Appendix B) Collecting program data during the same time that the budget review was in progress contributed to faculty concerns. Apprehension about the program review continues, although communications on the program review pointed out that Phase I would focus on data collection and Phase II would include a more comprehensive, less quantifiable investigation of programs identified as in need of further review. Faculty concern is understandable given budget constraints, State mandates on courses, changing societal attitudes about education and numerous other factors affecting the instructional program.

Currently, CPEC requests a yearly general confirmation that colleges regularly review their curricular offerings. In 1981, 87 colleges responded to the CPEC request for information and 78 of those had conducted program reviews. Fifty-three colleges indicated that program review was on an annual schedule, while 21 indicated some other schedule.

According to the Chancellor's Office, the most frequently applied review criteria considered by colleges recommending significant program modification in 1981 were:

1. Change in WSCH.
2. Vocational advisory committee recommendation.
3. Cost of program.
4. Change in job market.
5. Local objectives.
6. Changing faculty load conditions.

In the near future, the program review process will probably become more structured and may be administered from the Chancellor's Office or CPEC on a state-wide basis.

COLLEGE GOALS AND OBJECTIVES

To review college goals and objectives, sections of Solano's Aims and Goals Study, adopted by the Governing Board, were distributed to the divisions, Special Services, Counseling, the Faculty Senate and the Minority Coalition. Materials distributed included a list of the established functions of the community college and a priority ranking of Solano's goals and recommendations for meeting community educational needs, as reported in the Aims and Goals Study. Each group was asked to review the priorities and reorder them based on faculty recommendations. Responses were received from all divisions, Special Services, Counseling and the Minority Coalition. (Appendix C)

Five divisions recommended no changes and several areas suggested new categories. Different ordering of priorities among responding groups tended to cancel out changes in priorities. The following patterns could be determined from responses:

1. Increased competition for first priority between "to give everyone a chance to continue his/her education" and "to provide the first two years of college" for transferring students.
2. A trend in elevation of the importance of providing "classes about minority or other special interest groups."

DIVISION/AREA INSTRUCTIONAL DATA

Division Chairs and Directors, in conjunction with the Office of Instruction, compiled the following information:

1. Weekly Student Contact Hours (WSCH) by instructional areas for four semesters (spring and fall, 1980 and 1981). WSCH indicates the number of hours students spend in class during the week. Note that some distortion may occur for variable unit, open-entry/open-exit and other nontraditional courses.

2. Number of Sections Offered. This information is important in examining enrollment trends since a decline in enrollment may be the result of fewer sections offered in a subsequent semester rather than an indication of decreased student interest.

3. Full-time Equivalent Faculty (FTE). FTE is calculated by adding the number of faculty hours, both full and part-time, assigned to a program area and dividing by the established hours/full-time instructor load (usually 22.5).

4. Instructor Load (WSCH to FTE ratio). The instructor load is calculated by dividing the WSCH by the number of FTE assigned to teach in the program.

5. Northern California Community College Comparison of Instructor Load. This information was obtained from the statewide President's Load Study which compiles fall semester workload information from most community colleges. The aggregate figures enable us to compare the Solano instructor load with that of other colleges. Care must be exercised in using the data since all colleges do not group programs areas in the same way (hence, the number of "Not Available" notations in these columns), and atypical instructional systems may distort the information.

6. Enrollments. First census enrollments were used for each of the four semesters. In general, first census provides the most meaningful information for apportionment purposes; however, these additional factors should be noted: open-entry classes add students after first census; late-start and short-term classes may add students after first census; some regular classes show a higher enrollment at second census.

7. Percent of Fill. This information indicates the percentage of students enrolled based on the maximum enrollment possible. When the percentage exceeds 100, instructors have accepted more students than the established course maximums or course is open entry.

8. Percent of Retention. This information provides the percentage of students, after first census, who did not withdraw from the courses.

9. Budget Expenditures. The budget information includes only costs directly charged to the program.

Also, each Division Chair/Director was asked to provide additional comments to explain unique situations in the instructional programs or to be considered in analysis of the data.

FIRST CENSUS WSCH BY DIVISION/AREA*

DIVISION	WSCH 1980-81	PERCENTAGE OF TOTAL WSCH	WSCH 1981-82	PERCENTAGE OF TOTAL WSCH
Business	37,606	21.6	40,900	22.5
Counseling	3,070	1.8	2,950	1.7
Fine & Applied Arts	23,068	13.3	24,067	13.2
Language Arts	19,696	11.3	19,474	10.7
Health Occupations	5,135	2.9	5,577	3.1
Health, Physical Ed.	13,525	7.7	13,645	7.5
Math/Science	18,726	10.8	21,377	11.7
Social Science	18,367	10.6	18,224	10.0
Trade & Technical	34,712	20.0	35,726	19.6
TOTAL	173,905	100	181,940	100

*Excludes Shipbuilding, Special Services (spring 1981 data not available) and enrollment after first census weeks.

Shipbuilding generated 94,484 positive attendance hours in 1980-81 and 101,672 positive attendance hours in 1981-82.

No significant change in percentage of total WSCH generated by divisions occurred between 1980 and 1981.

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: BUSINESS EDUCATION

		Accounting	Admin. Support	Banking	Com. Prog.	Economics
W S C H 1st Census	Fall 1980	2,744	2,459	225	3,006	713
	Fall 1981	2,751	2,502	309	3,672	744
	Spring 1980	2,520	2,461	213	2,818	765
	Spring 1981	2,481	2,467	237	3,762	666
Number of Sections	Fall 1980	18	19	2	21	7
	Fall 1981	19	17	4	27	8
	Spring 1980	17	17	2	20	7
	Spring 1981	17	17	2	27	7
F T E	Fall 1980	3.60	4.9	.60	4.2	1.40
	Fall 1981	3.60	4.4	1.00	5.2	1.60
Instructor Load (WSCH to FTE Ratio)	Fall 1980	762	502	375	715	509
	Fall 1981	764	568	309	706	465
No. Cal. Comparison Fall 1980	Day	625	N/A	N/A	658	622
	Evening	592	N/A	N/A	714	617
Enrollments	Fall 1980	731	538	75	1,002	231
	Fall 1981	748	573	103	1,224	248
	Spring 1980	699	548	71	909	255
	Spring 1981	691	556	79	1,254	222
Percent of Fill	Fall 1980	106	78	94	119	83
	Fall 1981	106	88	64	113	78
	Spring 1980	103	78	89	108	91
	Spring 1981	102	84	99	121	79
Percent of Retention	Fall 1980	64	141	76	61	68
	Fall 1981	71	145	74	68	76
	Spring 1980	57	141	80	68	77
	Spring 1981	54	139	84	65	67
Budget Expenditures 1980-81	Personnel	$ 2,418*	$ 30,000	$ 15,580	$ 107,304	$ **
	Capital Outlay	0	0	0	300,000***	0
	Categorical	0	0	0	13,066****	0
	Other	0	0	0	9,686	0

COMMENTS:

*Additional personnel costs included in General Business.
**Personnel costs included in General Business.
***Computer purchase; suggest amortizing over 10-year period.
****VEA disadvantaged tutors for entire division.

AVERAGE WSCH TO FTE FOR BUSINESS DIVISION: Fall 80 = 545; Fall 81 = 511

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: BUSINESS EDUCATION

		Gen. Bus.	Insurance	Management	Marketing	Real Estate
W S C H 1st Census	Fall 1980	4,339	135	2,571	909	930
	Fall 1981	4,109	84	2,688	765	975
	Spring 1980	4,691	126	2,382	762	1,344
	Spring 1981	4,484	161	2,807	780	962
Number of Sections	Fall 1980	33	3	23	6	11
	Fall 1981	36	2	26	7	11
	Spring 1980	32	3	24	7	12
	Spring 1981	37	4	24	7	12
F T E	Fall 1980	5.79	.60	4.80	1.40	2.20
	Fall 1981	6.34	.40	5.60	1.40	2.33
Instructor Load (WSCH to FTE Ratio)	Fall 1980	749	225	536	649	423
	Fall 1981	648	210	480	546	418
No. Cal. Comparison Fall 1980	Day	N/A	N/A	581	537	462
	Evening	N/A	N/A	562	763	563
Enrollments	Fall 1980	1,415	45	857	303	310
	Fall 1981	1,416	28	896	255	336
	Spring 1980	1,549	42	794	254	448
	Spring 1981	1,499	60	929	260	331
Percent of Fill	Fall 1980	106	38	93	108	70
	Fall 1981	96	38	86	91	82
	Spring 1980	106	35	83	127	93
	Spring 1981	100	38	97	108	69
Percent of Retention	Fall 1980	77	77	82	77	73
	Fall 1981	74	62	81	84	95
	Spring 1980	75	65	85	85	75
	Spring 1981	77	55	86	87	70
Budget Expenditures 1980-81	Personnel	$ 124,706	$ 2,780	$ 55,416	$ 22,035	$ 22,835
	Capital Outlay	0	0	0	0	0
	Categorical	20,750	0	0	0	0
	Other	181	0	0	112	7

COMMENTS:

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: BUSINESS EDUCATION

		Work Exp.				
W S C H 1st Census	Fall 1980	366				
	Fall 1981	406				
	Spring 1980	312				
	Spring 1981	420				
Number of Sections	Fall 1980	5				
	Fall 1981	5				
	Spring 1980	5				
	Spring 1981	5				
F T E	Fall 1980	.79				
	Fall 1981	1.40				
Instructor Load (WSCH to FTE Ratio)	Fall 1980	463				
	Fall 1981	290				
No. Cal. Comparison Fall 1980	Day	554				
	Evening	570				
Enrollments	Fall 1980	100				
	Fall 1981	103				
	Spring 1980	92				
	Spring 1981	117				
Percent of Fill	Fall 1980	80				
	Fall 1981	82				
	Spring 1980	50				
	Spring 1981	94				
Percent of Retention	Fall 1980	84				
	Fall 1981	76				
	Spring 1980	65				
	Spring 1981	N/A				
Budget Expenditures 1980-81	Personnel	$ 34,247				
	Capital Outlay					
	Categorical					
	Other					

COMMENTS:

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: COUNSELING CLASSES

W S C H 1st Census	Fall 1980	1,576				
	Fall 1981	1,396				
	Spring 1980	1,658				
	Spring 1981	1,494				
Number of Sections	Fall 1980	29				
	Fall 1981	31				
	Spring 1980	34				
	Spring 1981	30				
F T E	Fall 1980	3.20				
	Fall 1981	3.53				
Instructor Load (WSCH to FTE Ratio)	Fall 1980	493				
	Fall 1981	396				
No. Cal. Comparison Fall 1980	Day	526				
	Evening	308				
Enrollments	Fall 1980	716				
	Fall 1981	682				
	Spring 1980	691				
	Spring 1981	696				
Percent of Fill	Fall 1980	90				
	Fall 1981	81				
	Spring 1980	87				
	Spring 1981	84				
Percent of Retention	Fall 1980	80				
	Fall 1981	81				
	Spring 1980	75				
	Spring 1981	73				
Budget Expenditures 1980-81	Personnel					
	Capital Outlay					
	Categorical					
	Other					

COMMENTS:

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: FINE & APPLIED ARTS

		Art	Cinema	Drama	ECE	Food Serv.
W S C H 1st Census	Fall 1980	2,022	820	724	714	32
	Fall 1981	1,887	563	513	921	40
	Spring 1980	2,083	618	810	877	156
	Spring 1981	2,186	415	584	791	58
Number of Sections	Fall 1980	25	5	11	12	1
	Fall 1981	21	6	11	18	1
	Spring 1980	31	6	10	16	2
	Spring 1981	31	5	10	18	2
F T E	Fall 1980	5.06	1.0	1.55	2.6	.13
	Fall 1981	4.11	.8	1.76	2.26	.13
Instructor Load (WSCH to FTE Ratio)	Fall 1980	400	820	467	317	246
	Fall 1981	459	704	292	408	308
No. Cal. Comparison Fall 1980	Day	494 (studio) 368 (theory)	713	388	489	289
	Evening	524 (studio) 453 (theory)	491	581	541	N/A
Enrollments	Fall 1980	476	244	162	242	16
	Fall 1981	441	141	121	333	20
	Spring 1980	511	158	168	290	84
	Spring 1981	511	101	124	284	29
Percent of Fill	Fall 1980	73	102	62	62	53
	Fall 1981	75	88	55	69	30
	Spring 1980	76	99	56	56	88
	Spring 1981	66	63	54	55	45
Percent of Retention	Fall 1980	68	88	68	88	N/A
	Fall 1981	72	88	75	91	N/A
	Spring 1980	72	75	66	70	83
	Spring 1981	74	75	77	88	79
Budget Expenditures 1980-81	Personnel	$108,932	$ 20,280	$ 41,296	$ 77,677	$ 2,194
	Capital Outlay	3,376	0	300	0	0
	Categorical	996	0	0	5,509	0
	Other	6,648	0	4,582	4,328	1,103

COMMENTS:

1. The following areas have some VEA support: Commercial Art, ECE, Home Economics, Music and Photography Technician.
2. Shop fees contribute the following approximate amounts per year: Art - $3,100, Cinematography - $400, Home Ec. Food - $650, Photo Tech. - $4,800, and TV - $400.

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: FINE & APPLIED ARTS

		Home Ec.	Music	Photography	Speech	TV
W S C H 1st Census	Fall 1980	3,295	2,204	1,234	372	288
	Fall 1981	3,358	2,227	1,316	657	246
	Spring 1980	3,491	2,175	1,050	663	326
	Spring 1981	3,171	1,864	1,316	750	228
Number of Sections	Fall 1980	50	48	14	9	4
	Fall 1981	49	50	13	15	4
	Spring 1980	37	50	17	12	4
	Spring 1981	46	49	15	14	6
F T E	Fall 1980	8.26	5.97	2.87	1.2	.8
	Fall 1981	8.73	5.82	2.87	1.6	.8
Instructor Load (WSCH to FTE Ratio)	Fall 1980	399	369	430	310	360
	Fall 1981	385	383	459	411	308
No. Cal. Comparison Fall 1980	Day	458	391(activity) 509(theory)	307	385	559
	Evening	478	584(activity) 439(apprec.)	579	389	579
Enrollments	Fall 1980	1,087	753	169	124	96
	Fall 1981	1,104	763	187	219	82
	Spring 1980	1,127	753	184	221	103
	Spring 1981	1,032	713	188	250	119
Percent of Fill	Fall 1980	77	72	101	74	64
	Fall 1981	77	72	99	97	59
	Spring 1980	76	70	85	83	74
	Spring 1981	73	73	100	110	74
Percent of Retention	Fall 1980	73	70	70	70	78
	Fall 1981	81	76	69	68	78
	Spring 1980	72	71	72	67	78
	Spring 1981	68	72	68	62	62
Budget Expenditures 1980-81	Personnel	$ 177,090	$ 158,855	$ 63,320	$ 47,697	$ 19,540
	Capital Outlay	740	2,187	1,470	0	848
	Categorical	17,754	1,627	2,634	0	0
	Other	7,782	8,594	1,527	3,737	4,694

COMMENTS:

3. Gate receipts contribute the following approximate amounts per year: Drama - $1,870, Music - $1,000.

4. Nursery School income is approximately $11,500.

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: HEALTH OCCUPATIONS

		RN	VN	Certificate	Others	
W S C H 1st Census	Fall 1980	1,480	364	486	235	
	Fall 1981	1,580	420	406	246	
	Spring 1980	1,640	420	460	200	
	Spring 1981	1,520	300	412	338	
Number of Sections	Fall 1980	13	2	6	3	
	Fall 1981	13	2	6	3	
	Spring 1980	9	2	6	4	
	Spring 1981	10	2	6	5	
F T E	Fall 1980	7.00	1.57	1.00	.53	
	Fall 1981	8.00	1.57	1.00	.60	
Instructor Load (WSCH to FTE Ratio)	Fall 1980	211	231	486	443	
	Fall 1981	210	267	406	410	
No. Cal. Comparison Fall 1980	Day	247	315	N/A	N/A	
	Evening	422	N/A	344*	N/A	
Enrollments	Fall 1980	88	12	119	85	
	Fall 1981	93	15	100	82	
	Spring 1980	82	15	114	81	
	Spring 1981	76	10	102	124	
Percent of Fill	Fall 1980	96	80	106	142	
	Fall 1981	91	100	89	78	
	Spring 1980	98	100	102	72	
	Spring 1981	90	66	111	84	
Percent of Retention	Fall 1980	86	92	N/A	N/A	
	Fall 1981	91	100	N/A	N/A	
	Spring 1980	80	100	N/A	N/A	
	Spring 1981	75	66	N/A	N/A	
Budget Expenditures 1980-81	Personnel	$ 205,400	$ 40,100	$ 25,045	$ 9,464	
	Capital Outlay	0	0	0	0	
	Categorical	23,062	0	0	0	
	Other	4,506	1,400	1,200	0	

COMMENTS: *EMT only

See attached

SOLANO COMMUNITY COLLEGE

Department of Health Occupations

PROGRAM REVIEW

COMMENTS:

RN There is a strong demand for general duty registered nurses on all shifts, weekends and holidays. There is a greater demand for specialized training in psychiatry, coronary care, emergency room and obstetrics. A continued demand in convalescent hospitals where pay scale is lower and turnover higher.

The enrollment demands for the RN program have remained constant. There are presently 328 names on the waiting list and approximately 145 academically qualified applications were received in both 1980 and 1981.

LVN In Solano County's general hospitals, supply and demand are in balance, especially in specialty areas for obstetrics, orthopedics and psychiatry. In convalescent hospitals and nursing homes, where the workload is heavier and the pay lower, there is a shortage of qualified applicants for all positions.

The enrollment demands for the LVN program also remain constant with about 80 applications for the classes which begin every three semesters. Only 15 can be enrolled.

EMT Two to five students are employed from each semester's class. Some students leave the county for jobs in other areas. Some students are already employed in industry and use the class for job upgrading.

The EMT course during 1980 and 1981 continued to fill to capacity and over. Certified EMT's must have a refresher course every 2 years, so there is an increased demand for refresher courses in proportion to the number of EMT's who have completed the course. In 1983 there will be approximately 83 who need to recertify.

DH:sh

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: HEALTH, PHYSICAL EDUCATION

		Health Ed.	Physical Ed.			
W S C H 1st Census	Fall 1980	532	6,016			
	Fall 1981	617	5,871			
	Spring 1980	455	6,669			
	Spring 1981	342	6,725			
Number of Sections	Fall 1980	4	80			
	Fall 1981	5	81			
	Spring 1980	5	96			
	Spring 1981	4	95			
F T E	Fall 1980	.81	9.06			
	Fall 1981	.96	11.55			
Instructor Load (WSCH to FTE Ratio)	Fall 1980	768	652			
	Fall 1981	727	501			
No. Cal. Comparison Fall 1980	Day	642	587			
	Evening	868	812			
Enrollments	Fall 1980	210	2,232			
	Fall 1981	256	1,993			
	Spring 1980	181	2,317			
	Spring 1981	137	2,227			
Percent of Fill	Fall 1980	105	92			
	Fall 1981	103	77			
	Spring 1980	91	84			
	Spring 1981	69	81			
Percent of Retention	Fall 1980	75	73			
	Fall 1981	97	90			
	Spring 1980	75	71			
	Spring 1981	70	74			
Budget Expenditures 1980-81	Personnel	$ 14,085	$ 318,372			
	Capital Outlay	0	2,004			
	Categorical	0	0			
	Other	0	22,673			

COMMENTS:

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: LANGUAGE ARTS

		English	Reading	ESL	Dactology	French
W S C H 1st Census	Fall 1980	5,572	636	155	182	330
	Fall 1981	5,554	537	250	154	220
	Spring 1980	6,022	825	210	146	298
	Spring 1981	6,154	600	285	164	270
Number of Sections	Fall 1980	82	21	2	3	5
	Fall 1981	81	14	4	2	4
	Spring 1980	81	21	3	2	6
	Spring 1981	87	18	4	2	4
F T E	Fall 1980	15.47	2.0	.53	.4	1.33
	Fall 1981	15.27	1.6	1.0	.27	1.0
Instructor Load (WSCH to FTE Ratio)	Fall 1980	360	318	217	455	248
	Fall 1981	364	336	250	570	220
No. Cal. Comparison Fall 1980	Day	413(general)	453	453	N/A	460
	Evening	396(general)	467	441	N/A	586
Enrollments	Fall 1980	1,870	211	31	91	66
	Fall 1981	1,967	179	50	77	44
	Spring 1980	1,969	275	42	73	59
	Spring 1981	2,049	200	53	82	54
Percent of Fill	Fall 1980	80	105	155	152	49
	Fall 1981	89	112	83	192	55
	Spring 1980	80	125	105	183	60
	Spring 1981	84	111	88	205	49
Percent of Retention	Fall 1980	77	87	74	79	70
	Fall 1981	78	77	82	38	55
	Spring 1980	76	81	50	70	83
	Spring 1981	77	90	77	82	81
Budget Expenditures 1980-81	Personnel	$398,327	$ 51,875	$ 14,203	$ 3,586	$ 33,389
	Capital Outlay	0	0	0	0	0
	Categorical	0	0	0	0	0
	Other	1,551	100	100	0	100

COMMENTS:

See attached

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: LANGUAGE ARTS

		German	Spanish	Other Foreign Lan	Journalism	
W S C H 1st Census	Fall 1980	429	1,529	294	374	
	Fall 1981	411	1,258	345	342	
	Spring 1980	528	1,400	258	425	
	Spring 1981	411	1,675	261	375	
Number of Sections	Fall 1980	6	14	5	6	
	Fall 1981	6	13	6	6	
	Spring 1980	7	13	4	6	
	Spring 1981	5	14	6	5	
F T E	Fall 1980	1.53	3.8	.8	1.13	
	Fall 1981	1.53	4.47	1.0	1.13	
Instructor Load (WSCH to FTE Ratio)	Fall 1980	280	402	368	331	
	Fall 1981	269	281	345	303	
No. Cal. Comparison Fall 1980	Day	335	434	N/A	304	
	Evening	487	406	N/A	235	
Enrollments	Fall 1980	91	337	98	114	
	Fall 1981	93	328	115	104	
	Spring 1980	113	302	86	129	
	Spring 1981	81	357	87	117	
Percent of Fill	Fall 1980	61	94	82	76	
	Fall 1981	62	78	77	69	
	Spring 1980	63	92	96	86	
	Spring 1981	68	92	73	78	
Percent of Retention	Fall 1980	84	80	94	82	
	Fall 1981	80	90	N/A	87	
	Spring 1980	71	82	72	69	
	Spring 1981	80	78	80	76	
Budget Expenditures 1980-81	Personnel	$ 32,824	$ 88,699	$ 10,097	$ 35,961	
	Capital Outlay	0	0	0	0	
	Categorical	0	0	0	0	
	Other	294	404	0	9,413	

COMMENTS:

See attached

PROGRAM REVIEW 1982

LANGUAGE ARTS DIVISION

ENGLISH COMPOSITION

Class size for the teaching of composition, be it remedial, freshman, or advanced, has traditionally provoked discussion between teachers of composition (who want fewer than 25 students per class) and administrators (who want more than 30 per class). However, despite the obvious economic advantage of large class size, there have been in the past and continue to be in the present compelling reasons for maintaining current composition class size at no more than 30 and, in fact, reducing this number. Chief among these reasons is the very nature of all composition courses, for they are fundamentally skills classes, classes which require intensive practice, both in and out of class, to attain the skills involved. Whereas one may lecture to larger groups in many subject areas, lecturing on the principles or theories of good writing will not be sufficient for student achievement; only actual writing on the part of a student will increase his/her skill. From this basic point concerning composition come two additional reasons for smaller class size, the first of which is related to individual student writing levels. Although students are grouped together rather generally on the basis of how well they write, on the whole, there are widely divergent writing problems within any one composition class; unfortunately we are not yet able to refine placement to the point where all those with sentence structure problems are in the same class while all of those with punctuation problems are together, nor are we able to assume that students have no more than one major writing problem! Diverse writing problems among students obviously require more personal attention for each student on the part of the teacher, attention which is severely restricted if there is an excessive number of students.

The second additional reason for encouraging smaller sized writing classes, quite naturally, is related to the teacher him/herself and his/her responsibilities for evaluating student writing and directing its improvement. A teacher cannot adequately guide skill achievement if he/she has too many students; frequent, carefully evaluated writing pieces which are essential if a student is to acquire the skills necessary for good writing, cannot be an ordinary part of class routine if a teacher does not have time for them. Thus class size is directly related to the kind and amount of individual attention a student receives both in class and out of class in terms of actual instruction. Given the basic nature of composition courses themselves, class size in itself is a major factor in determining the success of the learning experience.

PROGRAM REVIEW 1982

LANGUAGE ARTS DIVISION

LITERATURE

The functions of the community college, as seen by both the community it serves and the faculty/administration which are part of it, largely determine the types of courses offered and the frequency with which they are offered. If we look at the county survey of those people served by SCC, we see that the first function of this community college as seen by its constituents is to offer the core courses for the first two years of college, an obviously traditional function of the community college. For the English Department this means offering not only the basic freshman courses but also those lower division courses which any English major or minor would be expected to take. It is thus the responsibility of the English Department to make these courses available, on a reasonably frequent basis, even in the face of less than 50% enrollment in these courses. If the English Department does not offer such classes as Survey of British Literature at least every other year, it fails to fulfill this essential community college function. Furthermore, another very important role for the community college is providing continuing education for the residents of this county. If the English Department offers <u>only</u> very basic skills courses, it obviously cannot fulfill community felt need for continuing education, for the concept of continuing education, by its very nature, implies diversity. Thus it is also incumbent upon the English Department to offer a reasonable variety of courses beyond the basic skills courses, classes such as World Literature, even if the 50% enrollment figure is not always met. Furthermore, another important function of the community college is to offer courses which provide insight into ethnic and minority groups; this is, consequently, another compelling reason for offering

such classes as Black Novel and Drama at less than 50% enrollment. Moreover, one must always remember that merely because a class does not meet current minimum enrollment figures, it does not necessarily mean that few people wish to enroll; it means only 10 or 12 could do so at one given, specific time and day. Lower than average enrollment is often a risk of offering single section courses only once every other semester or every other year. Consequently, we see that while naturally full enrollment courses are desirable, there are also solid reasons for sometimes lowering our enrollment expectations for the benefit of the students.

PROGRAM REVIEW, 1982
LANGUAGE ARTS DIVISION
CREATIVE WRITING

The maximum load limits in the above-mentioned classes have been set at 20 students for a number of reasons. The first concerns the number of assignments given and the subsequent work load for the instructor. Because these courses are not basic skills courses, but rather courses which emphasize the perfectability of style in a number of literary genres, the students are given frequent and specific assignments designed to develop the student's writing talents to their maximum. In most of these classes, the student is assigned one piece of writing per week, which works out to about 16 formal assignments. In no other English course--composition or literature--is so much writing expected. Furthermore, the "correction" and evaluation of that writing is not by rote. Considerations such as punctuation, spelling, subject-verb agreement, etc. are secondary to more sophisticated concerns. The instructor must be prepared to comment upon word choice, sentence structure, language level, development, theme, as well as the originality and creativity displayed in the piece. This situation is complicated by the fact that the piece may be a poem, a brief essay, dialogue, short story, etc., and the instructor must switch gears with any shift in genre. In such courses, a general "sum-it-all-up" lecture on writing errors proves to be less than functional, because the kinds of writers are very different in terms of skills, experience and type of writing. Criticism must be individual and precise, and that kind of class preparation and comment is time-consuming.

Finally, students who take these kinds of classes may be described as sensitive, and since these classes emphasize the writer's voice (which is likely to be personal), it is important that the class atmosphere appear warm, caring and personal. This is, of course more possible with a smaller group of students. Few people reveal themselves or are willing to take risks if they believe they will incur the cackles of a large audience. But with a group of sensitive honesty on the part of the student and teacher may not be the "impossible dream."

It should also be noted that the above-mentioned classes seem to attract a particular kind of student, who is not likely to drop once the course has been in session a couple weeks. Enrollments hold very well in these courses for the duration of the semester, and if a class begins with 20 students, it is likely to hold close to that number the entire semester.

PROGRAM REVIEW, 1982

LANGUAGE ARTS DIVISION

ENGLISH AS A SECOND LANGUAGE

Justification for Low Enrollment in ESL Classes

Mastering English involves much more in-class practice and general student participation than most other areas of formal learning. The lower the student-teacher ratio, the more intense the instruction can be. Since ESL learners are surrounded by the English-speaking culture by virtue of living here, what is learned in class receives continual reinforcement outside class. A great amount of learning can, then, take place in a relatively short time, so that an ESL learner can move from no fluency to strong fluency and comprehension within a period as short as 6 months to a year of intensive instruction. The purpose of ESL being offered at college level is to enable intelligent students to pursue academic subjects in English of their choice, and to do this quickly. No one is expected to major in ESL! As a support course, ESL must offer maximum practice time in-class. Smaller classes mean more practice can be accomplished. More practice means a faster learning rate. Faster learning means that the student will be competing more fairly in academic courses with native speakers sooner than would be otherwise possible. Therefore, smaller ESL classes serve the ESL learner's needs more efficiently than larger classes.

PROGRAM REVIEW 1982

LANGUAGE ARTS DIVISION

FOREIGN LANGUAGE

Sadly, foreign language study in America is frequently treated as a matter of vogue, subject to great fluctuation in perceived value which is determined by the ever-changing national mood. Currently there appears to be a moderate but growing resurgence of interest in foreign language study, due in part to the nationwide concern with strengthening academic requirements as well as to the increased chance for employment knowledge of a second language may bring. While the Solano College foreign language department welcomes this current support and happily anticipates an increasing enrollment in foreign language classes at the college, we firmly believe that curriculum matters cannot be subject to the whims of popular taste.

An educational institution must have a clear sense of its purpose--the intellectual formation and development of its students--and trust its faculty to determine what contributes significantly to the education of its students. Certainly foreign language study, the acquisition of a second language and the exposure to another culture, plays a vital role in forming the educated individual. In addition to the obvious primary gain--learning the target language--the student derives several secondary benefits as well: he develops useful study skills such as self-discipline, self-reliance, dedication to task; he comes to understand the mechanics of his own language better by grappling with grammar in a new language; and he gains a clearer insight into his own culture through his exposure to a different one. The Solano Community College foreign language department has attempted to meet these needs as well as the special interests of the community we serve by offering full, two-year programs in French,

German and Spanish and by offering on a course-by-course basis (as interest is expressed) classes in Italian, Russian, Tagalog, Japanese, and Swahili. In all courses we have maintained a high standard of teaching and learning excellence.

Although the established class maximum sizes in first year courses are far from ideal from an educational point of view, the department has acquiesced to the administration's financial concerns. Because of the natural pyramid effect, our second year classes have rarely suffered from over-enrollment. They have been and doubtless will continue to be our "problem" area with regard to financial accountability. To a certain extent we find ourselves trapped in the Catch-22 syndrome: the less frequently we offer a second-year course, the fewer students we retain in the program; the fewer students enrolled in a program, the less often we can offer the advanced courses. Although we acknowledge the need for financial circumspection, we feel that it is essential to program integrity to be able to continue to offer a full, two-year, four-semester sequence of classes in French, German and Spanish on a regular basis. Not to do so would be both dishonest and academically unsound.

PROGRAM REVIEW, 1982

LANGUAGE ARTS DIVISION

JOURNALISM

The Journalism program at Solano Community College continues to function as an important part of the Language Arts Division, contributing to the general education of many students as an introduction to a possible vocation and as a contributor to the general college welfare through its weekly publication.

Enrollment in Journalism classes remains fairly constant although a slight erosion in class enrollments can be attributed to post-Prop 13 cutbacks. High school programs in Journalism have been depleted, with a consequent drop on the CC level not only here but throughout the state.

Solano Journalism graduates, at least those who keep in touch, are doing well as professionals in the field. Our graduates are employed at various levels at every newspaper in the county as well as elsewhere, and are also doing work in advertising, public relations, television, radio and photography.

There has never been a large number of students who major in Journalism. Many find a better combination in working out a major in English or Social Studies with coursework in Journalism. Many editors feel that a degree in Journalism is not a major requirement in hiring staff.

Looking at our courses individually:

Journalism IAB Newswriting and Reporting

Basic instruction in writing news, features, editorials, sports,

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: MATH/SCIENCE

		Bio. Sci.	Chemistry	Engineering	Math	Physical Sci.
W S C H 1st Census	Fall 1980	2,267	1,415	78	3,759	1,022
	Fall 1981	2,813	1,750	90	3,956	1,812
	Spring 1980	2,945	1,565	78	3,553	1,590
	Spring 1981	3,131	1,622	96	3,929	1,407
Number of Sections *	Fall 1980	11	7	2	46	13
	Fall 1981	15	8	2	47	15
	Spring 1980	15	9	2	50	22
	Spring 1981	14	8	2	51	18
F T E	Fall 1980	4.18	2.52	.42	8.50	2.54
	Fall 1981	5.55	2.97	.42	8.74	3.80
Instructor Load (WSCH to FTE Ratio)	Fall 1980	542	561	190	442	403
	Fall 1981	507	589	213	453	477
No. Cal. Comparison Fall 1980	Day	514	497	492	560	498
	Evening	542	545	N/A	538	484
Enrollments	Fall 1980	711	497	13	1,242	366
	Fall 1981	845	589	15	1,259	522
	Spring 1980	916	498	13	1,199	481
	Spring 1981	952	547	16	1,308	494
Percent of Fill	Fall 1980	80	100	46	95	68
	Fall 1981	70	118	50	93	70
	Spring 1980	84	88	43	87	58
	Spring 1981	84	100	53	91	79
Percent of Retention	Fall 1980	75	72	62	74	76
	Fall 1981	79	59	73	71	75
	Spring 1980	85	65	92	78	71
	Spring 1981	75	77	81	69	70
Budget Expenditures 1980-81	Personnel	$ 163,609	$ 109,279	$ 4,470	$ 256,743	$ 83,485
	Capital Outlay	970	0	0	0	1,610
	Categorical	0	0	0	0	0
	Other	37,218	4,081	0	155	4,929

COMMENTS: *In determining the number of sections, the lecture and lab were treated as one section if the laboratory portion of the course was required for credit. If the student received separate credit for the lab, the lab and lecture were treated as two sections.

See attached for comments.

copyreading, headline writing, newspaper make-up and design. Enrollments in this class are constant, fairly healthy considering there are daily written assignments. Emphasis on recruiting high schoolers will hopefully swell the ranks.

Journalism 2AB Publications Laboratory (Viva)

Members of this class are the production staff of the college newspaper, the VIVA. Work on the staff provides practical experience in newspaper production. The paper, a student-run publication, provides information campus-wide, as well as serving as a PR vehicle for the college and a forum for public opinion.

Journalism 11 Introduction to Mass Communication

This popular course is an academic survey of the communications media. It has had full enrollments in 3 sections each semester since it was first offered in 1970. Many students find it an interesting way to complete their general education requirement in humanities.

The majors are Bio Science 2, Cellular Zoology, Bio Science 3, Invertebrate Zoology, Bio Science 4, Vertebrate Zoology, and Bio Science 30, Botany.

The enrollments in these courses, which pre-medical students also take, is low which refelects a trend of our times. We plan to offer Botany every other year until the interest in the Bio Sciences increases.

Bio Science 1, Human Anatomy, and Bio Science 5, Physiology, are courses which fulfill the requirements for the baccalaureate nursing students. Enrollments are good and increasing. Some of the two-year R.N. students also take these courses.

Bio Science 10, combined Anatomy and Physiology, fulfills the requirement for the two-year R.N. students. Day enrollments have tended to be quite stable. For the first time during the fall semester of 1981, the course was offered in the evening. Interest was high but the students have to spend three evenings a week on campus and the withdrawal rate is quite high. The course will be offered during the evening this coming fall at which time a decision will be made as to whether or not to continue the evening offering

Microbiology, Bio Science 25, also fulfills the two-year R.N. requirements. The evening class is often over-enrolled and additional laboratory sections have to be opened.

Bio Science 20, General Microbiology, is a course for majors. The enrollment has declined so much that it is offered only on demand.

Bio Science 12, is a non-laboratory course offered in the outreach areas. Enrollments are average.

Bio Science 14, 15, 18, 35, fulfill general education requirements. Bio Science 15 and 18 are heavily enrolled. Bio Science 14 and 35 provide other options.

Bio Science 48 courses are for general interest. They do not fulfill the science requirement but do fulfill a need in our community.

Many of our students enroll in the two-year nursing program and they are generally very successful.

Quite a number of our students in the majors courses transfer to four-year institutions. We understand through word-of-mouth reports that our students are successful in the four-year institutions. Enrollments now tend to be low, but the students are being served well.

3/82

CHEMISTRY PROGRAM

Chemistry 1A, 1B and 5 are Chemistry majors' courses and fulfill the Chemistry requirements for engineering programs. Chemistry 1A fulfills the chemistry requirement for some non-chemistry science majors'.

Enrollments in the majors' courses hit a low about three years ago but there is a definite upward trend now. Many of the current students are pre-engineering students.

Chemistry 1B is offered every other year and Chemistry 5 is offered on demand. Chemistry 1A is offered every semester.

Chemistry 8 and 8L, lecture and lab, fulfill the organic chemistry requirements for pre-medical and some biology majors. Davis also accepts the course in lieu of its first quarter Organic Chemistry majors' course for chemical engineers. Because enrollments have been low, reflecting the low enrollments in Bio Sci major's courses, Chemistry 8L is offered every other year.

Chemistry 10A fulfills general education requirements and is taken by many students in preparation for Chemistry 1A. Enrollment in Chemistry 10A is much higher than we had anticipated this semester. Another lab section had to be opened. Many of the students have indicated that they want to take Chemistry 1A in the fall.

Chemistry 10B fulfills the chemistry requirement for the baccalaureate nursing students. It is offered only on demand in either the summer or as an evening course.

Chemistry 60, a non-transfer course, fulfills the chemistry requirement for the two-year R.N. student. It also serves as the starting point for a student who was not interested in a science major in high school but is now interested. Enrollments are high every semester in both day and evening classes.

Our students who enter the nursing program have been successful.

Students transferring to the four-year institutions have been very successful. A fairly large percentage of our students in the majors' courses transfer.

3/82

Math 1A, Intermediate Algebra, is accepted as a transfer course at the state universities but not in the U.C. System. Enrollments have been large enough that we are scheduling a third day section. One or two sections are also offered in the evening every semester and they are always over-enrolled.

Math 1B, College Algebra, is offered in the evening only and the enrollments are good.

Math 2, Trigonometry, satisfies the prerequisites for Physics 2A, non-calculus physics. It also fulfills the requirements for students interested in higher mathematics. Enrollments are increasing after a low of about three years ago.

Math 3A, B, C, the calculus sequence, fulfills requirements for the Physics 4A, B, C sequence; it is required for Math majors, some of the physical science majors, and for pre-engineering students. The Math 3A enrollments are high; enrollments in the B and C courses are lower which is normal for the more advanced courses but there is a definite trend to higher enrollments in all these courses now.

Math 5, Differential Equations, is required for the math, physics, and engineering majors as well as having applications in chemistry. The enrollments are low but somewhat stable.

Enrollment in Math 6, Linear Algebra, is increasing because of the increased interest in engineering. Sending our pre-engineering students to Napa has increased the enrollment considerably.

Math 9, Pre-Calculus Mathematics, is a popular class with large enrollments because many students want a better background in Math before they start calculus. Many high school students take Math 9 the first semester they are on campus.

Math 10, Statistics, attracts a good enrollment in both the day and evening classes on campus each semester. Math 10 is also taught in the outreach areas on demand.

Math 16A is an analytic geometry and calculus class for biology and social sciences majors. Fall enrollments in Math 16A are reasonably good but spring enrollments are lower. Enrollments in 16B are low, reflecting the lower enrollments in the Bio Science majors' courses and the declining interest in Social Science. We now offer it once a year.

Math 20, Math for Liberal Arts Majors, has suffered a great decline in enrollment. It is a course designed for the student interested in elementary school teaching. There is little interest in that area now and our enrollments reflect this lack of interest. We plan to teach the course every other year.

Math 61A, 61B, 62, 66, Introduction to Algebra, Elementary Algebra, Basic Math, and Geometry are remedial courses. Enrollments have been

good and continue to be good. The thirteen Math 66 day sections and four evening sections tend to be over-enrolled each semester. Math 66 fulfills the Math requirement for graduation. The geometry class tends to be smaller but enrollments are stable.

Math 70 fulfills the requirements for several technical programs. Day and evening classes have average enrollments.

The transfer Math program is a good program. Our students are successful when they transfer. Increased interest in the physical sciences and in engineering will result in better enrollments.

The remedial classes are fulfilling the needs of many students who have a deficiency in Math. The large numbers enrolled indicate that these are good classes.

3/82

Astronomy is a lecture class which attracts reasonably good enrollments day and evening both on and off campus.

Meteorology is offered only in the evening but enrollments tend to be quite good both on campus and off.

Physical Science was a popular class at one time but enrollments are declining and a modification of the course will be proposed next year. It fulfills the science requirements of elementary teachers. Since there is so little interest in teaching, our enrollments are suffering. Astronomy and Meteorology are also taking students away from this survey course.

Geology 1A, Physical Geology, attracts quite a good enrollment; however, we have so few Geology majors that the second semester course, Historical Geology, is offered only on demand. The relatively new course, Geology of California, is attracting some interest. Both Physical and Historical Geology have optional labs. Wher Historical Geology is taught, the labs are combined to cut down on the expense of the course. Enrollments last fall and this spring in Physical Geology have been up. Geology courses also fulfill general education requirements and a number of students take Physical Geology and Geology of California for that reason.

Physical Science 51 is a Science for Technicians course which fulfills the needs of the students in the electronics and drafting programs. Students from some of the other technical programs also take the class even though it is not a requirement in their area.

Physics 2A, B, non-calculus physics, fulfills general education requirements and requirements of students majoring in the biological and health science courses. The 2A enrollments are good. 2B enrollments tend to be only average to low. A number of high school students take 2A fall semester in preparation for Physics 4A in the spring.

Physics 4A, B, C the Calculus Physics courses, fulfill the requirements of Physics majors and engineering majors. Enrollments in Physics 4A are good but the numbers dwindle in the more advanced courses. Because of the current interest in engineering, we expect and have seen this semester a considerably larger enrollment in Physics 4A; therefore, we anticipate a larger number in the 4B and 4C classes next year.

Physics 10 is a good introductory non-laboratory course which fulfills general education requirements. Travis enrollments in Physics 10 are good. Mare Island enrollments are considerably lower; but the course is fulfilling a community need.

Transfer students in both geology and physics have done well in the four-year institution. Many students have expressed appreciation for the general education courses, some of whom have taken additional science courses because of the interest which they developed in the general courses.

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: SHIPBUILDING

	Fall 1980	54,212	These are positive attendance hours, not WSCH. The instructional pattern for the Shipbuilding program differs significantly from that of other programs and does not fit the Program Review format. Please note comments below concerning enrollment and retention.
	Fall 1981	48,454	
	Spring 1980	42,425	
	Spring 1981	40,272	
Number of Sections	Fall 1980	N/A	
	Fall 1981	N/A	
	Spring 1980	N/A	
	Spring 1981	N/A	
F T E	Fall 1980	5.7	
	Fall 1981	6.9	
Instructor Load (WSCH to FTE Ratio)	Fall 1980	N/A	
	Fall 1981	N/A	
No. Cal. Comparison Fall 1980	Day	N/A	
	Evening	N/A	
Enrollments	Fall 1980	N/A	
	Fall 1981	N/A	
	Spring 1980	N/A	
	Spring 1981	N/A	
Percent of Fill	Fall 1980	105	
	Fall 1981	92	
	Spring 1980	95	
	Spring 1981	102	
Percent of Retention	Fall 1980	N/A	
	Fall 1981	N/A	
	Spring 1980	N/A	
	Spring 1981	N/A	
Budget Expenditures 1980-81	Personnel	$235,653	
	Capital Outlay	0	
	Categorical	0	
	Other	221	

COMMENTS:

1. Of the 656 who entered the program during 1980-81, 536 remain (85.8%).
2. Three hundred seventy (370) apprentices completed the program during 1980-81 and were awarded State of Calif. completion of Apprenticeship Certificates by the California Apprenticeship Council, Division of Apprenticeship Standards.
3. Upon completion, all of the 370 graduates were immediately employed as journeymen by the Apprentice Program Sponsor.
4. The demand for our graduates remains high, and the program anticipates a fall 1982 input of some 250 new students.

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: SOCIAL SCIENCE

		Anthro.	Geography	History	Philosophy	Poli. Sci.
W S C H 1st Census	Fall 1980	711	369	3,114	456	1,219
	Fall 1981	600	498	2,895	384	1,068
	Spring 1980	849	465	3,375	663	1,397
	Spring 1981	738	429	3,048	624	1,206
Number of Sections	Fall 1980	9	4	26	7	13
	Fall 1981	7	5	22	5	11
	Spring 1980	12	7	29	9	14
	Spring 1981	6	5	23	7	11
F T E	Fall 1980	1.8	.8	4.6	1.4	2.4
	Fall 1981	1.4	1.0	4.6	.8	2.2
Instructor Load (WSCH to FTE Ratio)	Fall 1980	425	576	676	326	508
	Fall 1981	431	518	636	405	485
No. Cal. Comparison Fall 1980	Day	512	506	605	480	597
	Evening	449	435	523	445	586
Enrollments	Fall 1980	237	123	1,038	152	408
	Fall 1981	200	166	965	128	356
	Spring 1980	243	155	1,125	221	467
	Spring 1981	246	143	1,016	208	401
Percent of Fill	Fall 1980	55	76	89	56	75
	Fall 1981	59	83	86	67	67
	Spring 1980	56	58	85	65	75
	Spring 1981	84	71	90	77	73
Percent of Retention	Fall 1980	67	69	79	62	84
	Fall 1981	83	64	73	81	81
	Spring 1980	86	75	77	70	75
	Spring 1981	71	69	74	69	77
Budget Expenditures 1980-81	Personnel	$ 52,541	$ 34,543	$ 122,977	$ 39,184	$ 66,272
	Capital Outlay	0	0	0	0	0
	Categorical	0	0	0	0	0
	Other	0	261	40	0	77

COMMENTS:

See attached

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: SOCIAL SCIENCE

		Psychology	Sociology	Soc. Sci.		
W S C H 1st Census	Fall 1980	2,226	774	309		
	Fall 1981	2,330	777	339		
	Spring 1980	2,083	948	477		
	Spring 1981	2,103	474	567		
Number of Sections	Fall 1980	20	10	3		
	Fall 1981	23	9	4		
	Spring 1980	24	10	5		
	Spring 1981	22	5	7		
F T E	Fall 1980	4.0	.5	.6		
	Fall 1981	4.7	1.8	.8		
Instructor Load (WSCH to FTE Ratio)	Fall 1980	557	430	515		
	Fall 1981	478	432	339		
No. Cal. Comparison Fall 1980	Day	610	548	574		
	Evening	562	396	559		
Enrollments	Fall 1980	742	258	N/A		
	Fall 1981	774	258	N/A		
	Spring 1980	692	316	N/A		
	Spring 1981	701	N/A	N/A		
Percent of Fill	Fall 1980	78	60	N/A		
	Fall 1981	69	67	N/A		
	Spring 1980	68	71	N/A		
	Spring 1981	69	67	N/A		
Percent of Retention	Fall 1980	72	77	N/A		
	Fall 1981	67	75	N/A		
	Spring 1980	75	74	N/A		
	Spring 1981	67	N/A	N/A		
Budget Expenditures 1980-81	Personnel	$ 144,641	$ 60,976	$ 31,759		
	Capital Outlay	0	0	0		
	Categorical	0	0	0		
	Other	1,060	661	596		

COMMENTS:

SOLANO COMMUNITY COLLEGE

Social Science Division

PROGRAM REVIEW

COMMENTS:

A 4% decline in enrollment from spring 1980 to fall 1981 was caused mainly by a 21% cut in the number of classes taught by the Division during the same period. Average class sizes have increased from 28 for spring 1980 to 34 for fall 1981. It is the goal of the Division to judiciously rebuild our programs by teaching more classes. We are now teaching about the same numbers of students as we did in the spring 1980 with five fewer FTE. The Division is concerned that other areas of the College make the same degree of sacrifice.

There has been a general improvement in Average WSCH per FTE. It seems that students prefer psychology in the fall to the spring. This is probably explained by the schedule which has more elective psychologies in the spring. Percent filled for social science category is meaningless because it includes classes that have load limits up to 300. The largest departments are history and psychology. A class in one of these departments with low enrollment is not apt to radically affect percent, FTE, WSCH. However, a low enrollment class in one of the smaller departments radically affects these statistics. A 15% improvement in WSCH from the spring of 1980 to the fall of 1981 obviously means more ADA than the same percentage increase in a small department.

All these statistics include classes throughout the county, including such remote places as Dixon! Fall 1981 political science enrollments were adversely affected by cancellation of Bill Thurston's classes.

After reading all this, I hope we can forget our percentages, FTE's and WSCH's and get on with the business of educating students in humanistic values. Either that or, when we see a student pass us in the hall, we can say, "There goes another WSCH." We won't regard him as a human being.

JK:sh

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: SPECIAL SERVICES CLASSES

		Fld. Wk. 1	Tutor.Prac.	Tutor Lab	Coll.Read.	
W S C H 1st Census	Fall 1980	O P E N		2,523 PA	7,338 PA	
	Fall 1981			2,780 PA	7,195 PA	
	Spring 1980	E N T R Y		1,304 PA	6,432 PA	
	Spring 1981	C L A S S E S		N/A	8,353 PA	
Number of Sections	Fall 1980	1	1	N/A	12	
	Fall 1981	1	1	N/A	12	
	Spring 1980	1	1	N/A	12	
	Spring 1981	1	1	N/A	12	
F T E	Fall 1980	.20	.20	.66	2.20	
	Fall 1981	.20	.20	.66	2.20	
Instructor Load (WSCH to FTE Ratio)	Fall 1980					
	Fall 1981					
No. Cal. Comparison Fall 1980	Day					
	Evening					
Enrollments	Fall 1980	17	21	N/A	328	
	Fall 1981	15	30	N/A	354	
	Spring 1980	18	35	N/A	131*	
	Spring 1981	23	37	N/A	293	
Percent of Fill	Fall 1980	57	70	N/A	91	
	Fall 1981	50	100	N/A	98	
	Spring 1980	60	N/A	N/A	87	
	Spring 1981	77	N/A	N/A	81	
Percent of Retention	Fall 1980	82	76	N/A	68	
	Fall 1981	60	77	N/A	60	
	Spring 1980	89	86	N/A	65	
	Spring 1981	87	76	N/A	73	
Budget Expenditures 1980-81	Personnel	$ None	$ None	$18,553	$42,666	
	Capital Outlay	N/A	N/A	N/A	N/A	
	Categorical	N/A	N/A	10,528 VEA	5,242 EOPS	
	Other					

COMMENTS: *1980 (spring) College Readiness was offered as one class, with included both English and math.

1. Field Work 1, Tutoring Practicum and College Readiness are variable units/open entry courses.
2. Tutorial Lab and College Readiness ADA are computed by positive attendance.

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: TRADE & TECHNICAL

		Air Cond.	Aeronautics	Ag. Bus.	Ag. Bus. Work Exp.	Auto Body
W S C H 1st Census	Fall 1980	384	1,938	146	29	480
	Fall 1981	426	2,586	112	28	500
	Spring 1980	363	2,165	80	56	440
	Spring 1981	405	2,858	120	48	460
Number of Sections	Fall 1980	4	9	3	1	1
	Fall 1981	4	9	3	1	1
	Spring 1980	4	9	2	1	1
	Spring 1981	4	11	3	1	1
F T E	Fall 1980	.8	4.2	.53	.07	1.0
	Fall 1981	.8	4.3	.53	.07	1.0
Instructor Load (WSCH to FTE Ratio)	Fall 1980	480	461	275	414	480
	Fall 1981	532	606	211	400	500
No. Cal. Comparison Fall 1980	Day	492	634	350	675	436
	Evening	740	345	400	N/A	516
Enrollments	Fall 1980	128	185	57	9	24
	Fall 1981	142	163	44	7	25
	Spring 1980	121	190	32	14	22
	Spring 1981	135	197	47	12	23
Percent of Fill	Fall 1980	69	87	67	18	100
	Fall 1981	76	79	65	14	104
	Spring 1980	61	86	53	28	92
	Spring 1981	77	86	52	24	96
Percent of Retention	Fall 1980	73	107	67	N/A	92
	Fall 1981	69	107	86	N/A	92
	Spring 1980	84	104	70	N/A	82
	Spring 1981	84	102	80	N/A	96
Budget Expenditures 1980-81	Personnel	$ 2,613	$ 120,541	$ 15,593	$ 2,267	$ 36,698
	Capital Outlay	0	225	0	0	0
	Categorical	0	12,148	0	0	3,872
	Other	0	2,647	664	39	5,888

COMMENTS:

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: TRADE & TECHNICAL

		Auto Mech.	Auto Tech.	Carpentry	Cosmetology	Crim. Just.
W S C H 1st Census	Fall 1980	165	320	772	1,407	2,010
	Fall 1981	132	460	528	1,710	1,866
	Spring 1980	174	420	696	1,639	1,909
	Spring 1981	168	440	648	1,579	2,226
Number of Sections	Fall 1980	2	1	8	2	24
	Fall 1981	2	1	7	2	22
	Spring 1980	2	1	8	2	30
	Spring 1981	2	1	8	3	30
F T E	Fall 1980	.4	1.0	1.87	3.32	4.8
	Fall 1981	.4	1.0	1.63	3.32	4.4
Instructor Load (WSCH to FTE Ratio)	Fall 1980	413	320	413	420	419
	Fall 1981	330	460	324	515	424
No. Cal. Comparison Fall 1980	Day	506	493	N/A	958	454
	Evening	463	396	N/A	N/A	593
Enrollments	Fall 1980	55	16	193	41	670
	Fall 1981	44	23	132	49	622
	Spring 1980	58	21	174	47	645
	Spring 1981	56	22	162	68	746
Percent of Fill	Fall 1980	115	67	80	82	59
	Fall 1981	92	96	55	98	58
	Spring 1980	121	88	73	94	40
	Spring 1981	117	92	68	85	57
Percent of Retention	Fall 1980	89	94	102	89	78
	Fall 1981	82	96	107	80	81
	Spring 1980	81	95	99	85	82
	Spring 1981	95	91	109	87	83
Budget Expenditures 1980-81	Personnel	$ *	$ 41,945*	$ 21,107	$ 94,336	$ 130,821
	Capital Outlay	0	175	0	5,083	0
	Categorical	0	11,081	0	0	1,052
	Other	0	4,261	15,239	10,272	1,149

COMMENTS: *Auto Mech. & Auto Tech. salary combined

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: TRADE & TECHNICAL

		Drafting	Fire Sci.	F.S. Acad.	Ind. Mat.	Mach. Tool
W S C H 1st Census	Fall 1980	1,296	288	253	590	420
	Fall 1981	1,396	192	---	625	420
	Spring 1980	1,406	501	280	610	420
	Spring 1981	1,554	564	387	570	480
Number of Sections	Fall 1980	11	6	1	5	1
	Fall 1981	12	4	---	5	1
	Spring 1980	10	8	1	5	1
	Spring 1981	13	8	1	5	1
F T E	Fall 1980	3.42	1.2	.89	1.33	1.0
	Fall 1981	3.73	.8	---	1.33	1.0
Instructor Load (WSCH to FTE Ratio)	Fall 1980	379	240	284	444	420
	Fall 1981	374	240	---	470	420
No. Cal. Comparison Fall 1980	Day	508	406	N/A	N/A	N/A
	Evening	495	464	N/A	N/A	N/A
Enrollments	Fall 1980	235	96	19	118	21
	Fall 1981	249	64	---	125	21
	Spring 1980	268	167	21	122	21
	Spring 1981	278	188	29	114	24
Percent of Fill	Fall 1980	71	53	63	98	88
	Fall 1981	69	53	---	104	88
	Spring 1980	87	70	70	101	88
	Spring 1981	71	78	97	95	100
Percent of Retention	Fall 1980	62	105*	*	87**	61
	Fall 1981	71	274*	*	83**	86
	Spring 1980	67	87*	*	81**	77
	Spring 1981	69	83*	*	207**	81
Budget Expenditures 1980-81	Personnel	$ 86,825	$ 29,141	$ 22,047	$ 40,258	$ 41,957
	Capital Outlay	0	0	330	0	0
	Categorical	4,013	4,159	0	2,131	11,347
	Other	608	2,213	1,119	2,304	3,238

COMMENTS: *Fire Science and Fire Academy retention combined.
**Retention for all Industrial Arts classes combined. (See page 5)

Fire Science calculations do not include short courses.

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: TRADE & TECHNICAL

		Hort.	Sheetmetal	Wastewater	Weld. Tech.	Weld. Ind.
W S C H 1st Census	Fall 1980	933	105	220	975	390
	Fall 1981	814	110	91	1,580	395
	Spring 1980	1,004	105	381	645	465
	Spring 1981	818	120	240	1,900	460
Number of Sections	Fall 1980	11	1	3	1	2
	Fall 1981	10	1	2	1	2
	Spring 1980	9	1	4	1	2
	Spring 1981	10	1	4	1	2
F T E	Fall 1980	2.47	.27	.73	.77	.53
	Fall 1981	2.4	.27	.43	1.0	.53
Instructor Load (WSCH to FTE Ratio)	Fall 1980	378	389	301	1266	736
	Fall 1981	339	407	212	1580	745
No. Cal. Comparison Fall 1980	Day	463	N/A	N/A	N/A	N/A
	Evening	582	N/A	N/A	N/A	N/A
Enrollments	Fall 1980	238	21	55	65	78
	Fall 1981	194	22	25	79	79
	Spring 1980	223	21	93	43	93
	Spring 1981	198	24	59	95	92
Percent of Fill	Fall 1980	90	88	76	271	163
	Fall 1981	77	92	41	329	165
	Spring 1980	103	88	88	179	194
	Spring 1981	78	100	49	396	192
Percent of Retention	Fall 1980	66	100	89	79***	***
	Fall 1981	85	89	80	90***	***
	Spring 1980	73	100	67	77***	***
	Spring 1981	83	96	69	78***	***
Budget Expenditures 1980-81	Personnel	$ 63,930	$ 2,687	$ 9,956	$ 49,860	---
	Capital Outlay	0	0	0	1,214	---
	Categorical	6,763	0	915	6,852	---
	Other	7,993	711	0	13,502	---

COMMENTS: ***Retention for Weld. Tech. and Weld. Ind. combined.

INSTRUCTIONAL PROGRAM REVIEW
FOR 1980 & 1981

Division: TRADE & TECHNICAL

		IA - Mach. Elec,Weld.	Crim. Jus. Work Exp.	Electronics		
W S C H 1st Census	Fall 1980	1,065	96	1,682		
	Fall 1981	1,050	93	1,539		
	Spring 1980	1,215	96	1,685		
	Spring 1981	1,005	132	1,566		
Number of Sections	Fall 1980	7	2	13		
	Fall 1981	6	2	13		
	Spring 1980	7	2	13		
	Spring 1981	6	2	14		
F T E	Fall 1980	1.87	.2	3.77		
	Fall 1981	1.6	.2	3.57		
Instructor Load (WSCH to FTE Ratio)	Fall 1980	570	480	446		
	Fall 1981	656	155	431		
No. Cal. Comparison Fall 1980	Day	N/A	N/A	542		
	Evening	N/A	N/A	619		
Enrollments	Fall 1980	213	32	348		
	Fall 1981	210	31	311		
	Spring 1980	243	32	339		
	Spring 1981	201	44	329		
Percent of Fill	Fall 1980	126	64	96		
	Fall 1981	146	62	96		
	Spring 1980	145	64	103		
	Spring 1981	140	88	107		
Percent of Retention	Fall 1980	**	N/A	77		
	Fall 1981	**	N/A	80		
	Spring 1980	**	N/A	73		
	Spring 1981	**	N/A	83		
Budget Expenditures 1980-81	Personnel	$ 28,856	$ 3,048	$ 45,767		
	Capital Outlay	0	0	0		
	Categorical	0	0	0		
	Other	2,500	0	2,152		

COMMENTS: **Retention for all Industrial Arts classes combined. (See page 3)

Learning Resources and Community Services

Learning Resources and Community Services are integral components of the instructional program. The following reports contain information to be considered in the Instructional Program Review for these areas.

LEARNING RESOURCES CENTER PROGRAMS

STAFF

Programs: Library/Learning Laboratory
Instructional Development
Equipment Maintenance and Delivery
Graphic Arts Services
Grant Development
College by TV
Adventures in Home Study

Director: Donald Kirkorian

L.R.C. Secretary: Linda Krannichfeld

Library/Learning Laboratory

John Jackson, Head Librarian
Clyde Low, Librarian
Hallie Cox, Library Asst.
Mary Eldridge, Library Asst.
Darleen See, Instructional Materials Clerk

Instructional Development

Rob Simas- Fund for Instructional Improvement
Funding ends May, 1982

Equipment Maintenance and Delivery

Larry Yoder, Supervisor/Technician
Vic Metz/Electronics Technician

Graphics Arts Services

Marge Trolinder, Supervisor
Al Adsuara, Duplicating Machine Operator
Tom Carpenter, Photolithographer / Offset Pressman
Marianne Hawkins, Graphic Arts Clerk

lck
2/5/82

LIBRARY CIRCULATION

	Gate Tally*	Material Circulation
1978/79	277,900	21,940
1979/80	180,000	14,025
1980/81	180,000	14,083

About 100 students per day use materials in the Learning Lab.

*Approximate number of users of library for all purposes. About one student in 12 checks out materials. The other students use materials without checking them out, or use the typewriters, study, etc.

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FILM CIRCULATION FOR CLASSROOM USE

1980-81

Rental	70
Free	242
County	654
Total	966 (Average 7 per full-time day faculty)

STAFF DEVELOPMENT (Half-time position)

Consultations and projects with staff	27
Learning Problems Workshop	21
Student Testing & Evaluation Workshop	23
Computer Assisted Instruction Workshop	27
The Older & Returning Student Workshop	10
	108 *

* These figures represent the total number of contacts per staff development session and do not allow for the repeat attendance of the same individuals. This summary figure represents 53 individual faculty members--37% of all full-time day instructors.

AV EQUIPMENT MAINTENANCE & DELIVERY

Equipment Requests

Classroom deliveries	2,123	(This is an average of 60 deliveries per week)
Number of times special assistance was given to faculty & students in TV studio, learning lab, college hours, theatre, etc.	1,400	(An average of 40 times per week allowing an average of 1/2 hour for each)

Video & Audio Recording

Faculty requests	161
TV Consortium	175
Cassettes for Home Study courses	265

45

Approximate number of AV equipment units (campus-wide) maintained by the LRC	4,500

GRAPHIC ARTS SERVICES

AM 4250 Duplicating System (Installed January 1978 - rated at 350,000 impressions per month with a lifespan of 10 years.)

Monthly impressions January 1981 - 500,000 to 1 million
Monthly impressions January 1982 - 750,000 to 1.2 million

IBM Series III Copier (Installed August 1978 - rated at 30,000 impressions per month with a lifespan of 7 years.)

Monthly impressions December 1978 - 30,000
Monthly impressions January 1981 - 110,500
Monthly impressions January 1982 - 125,000

Chief 17 Quality Printing Press (Installed January 1973 - rated at a life of 10 years.)

Monthly impressions June 1977 - 90,000
Monthly impressions January 1981 - 88,000
Monthly impressions January 1982 - 120,000

Number of individual job request per day/month:

	Jan. 1981	Jan. 1982
Quick-copy	NA	100 / 2500
Duplication	50 / 1100	65 / 1300
Quality print	/.6 / 32	2 / 40

54

53

GRANTS DEVELOPMENT

Faculty and staff attending SCC grant information workshops	60	(This represents approximately 40% of the full-time day faculty)
Grant applications submitted	9	
Grants awarded to date	2	

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ENROLLMENTS FOR LRC - DEVELOPED COURSES

College by Television

Fall 1980 (3 classes)	219
Spring 1981 (5 classes)	202
Summer 1981 (1 class)	15
Fall 1981 (5 classes)	245

Adventures in Home Study

Fall 1980 (3 classes)	71
Spring 1981 (8 classes)	140
Summer 1981 (1 class)	13
Fall 1981 (4 classes)	134

LRC ADA TOTALS

Academic Year 1980-81

Summer	Head Count	WSCH
College by Television	--	--
Adventures in Home Study	42	320.0
TOTALS	42	320.0

Total WSCH 320.0 ÷ 525 = .61 X (1 ADA) $1700 = $ 1,037.00

Fall	Head Count	WSCH
College by Television	460	1194.0
Adventures in Home Study	189	517.0
Spring		
College by Television	432	1296.0
Adventures in Home Study	352	999.0
TOTALS	1,433	4006.0

Total WSCH 4006.0 ÷ 2 = 2003.0 X .911 = 1824.7330 ÷ 30 =

60.82 ADA X (1 ADA) $1700 = $103,394.00

OTHER: LRC Inservice Workshops (Spring)	Head Count	WSCH
TOTAL	64	

Total Head Count 64 X Total hours per session 2 ÷ 525 =

.24 ADA X (1 ADA) $1700 = $ 408.00

Total for the Year $104,839.00

Community Services - Program Evaluation 1981 - 1982

Courses and Workshops

During the 1981-82 Fall and Spring semesters, Community Services offered 190 classes, of which 40, or 21%, were cancelled. An estimated 3,106 participants enrolled in the remaining 150 classes with revenues of approximately $49,000. These student totals do not include the GasCAP program which served another 375 students, and the 1981 Summer workshop series for another 113. Following is a breakdown by semester:

	Classes Offered	Cancelled	Enrollments
Fall 1981	87	17 (19.5%)	1,486
Spring 1982	103	23 (22.3%)	1,620
TOTAL:	190	21%(average)	3,106

Courses covered a wide range of topics from passive solar design for the home to continuing education classes for registered nurses and L.V.N.'s. The most popular courses and workshops dealt with money, investments, and business activities versus the previous trend (late '70's) of courses covering crafts, home projects and artistic expressions.

Conferences/Co-sponsorships/Special Projects

In addition to the regular courses and workshops offered during 1981-82, Community Services co-sponsored and sponsored several major conferences including the Aging Conference (co-sponsored with the Fairfield-Suisun Senior Center); the Math-Science Fair for Young Women; and Reading in the Real World (co-sponsored with the Solano County Reading Association). The GasCAP program, co-sponsored with Solano County, was instituted in spring 1982 to provide energy-conservation training to approximately 400 county employees. In other areas, Community Services joined with the Athletic Department to offer a four-week series of Sports Camps during the summer, as well as a recreational swimming program for the community. The College was also represented at the Solano County Fair and the Dixon May Fair.

Budget Recap (Instruction):

1000 - 3000 hourly instruction, health & welfare benefits	$24,697.58
4000 instructional supplies, brochure printing	3,015.78
5000 guest lecture fees, facility rentals, buses, films	12,332.15
TOTAL EXPENDITURES:	$40,045.51
INCOME TOTAL:	$48,302.00

SOLANO COMMUNITY COLLEGE

First Census Enrollment, Grades Awarded and Withdrawals for Fall, 1981, by Course

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
BUSINESS EDUCATION			
BIF 150 (2)	66	60	18
BIF 151 (1)	26	26	7
BIF 152 (1)	11	11	2
BUS 1 (10)	430	433	201
BUS 2 (5)	130	130	35
BUS 10 (11)	457	376	92
BUS 18 (7)	270	278	46
BUS 19 (1)	19	19	5
BUS 89 (2)	32	32	10
BUS 115 (1)	30	29	7
BUS 148 (2)	59	42	24
BUS 150 (2)	81	82	19
BUS 151 (1)	17	16	7
BUS 153 (6) [C]	5	6	11
BUS 154 (6)	N/A	683	61
BUS 155 (6) [C]	11	13	1
BUS 156 (6) [C]	12	13	1
BUS 157 (1) [C]	7	7	1
BUS 158 (1)	35	35	11
BUS 159 (2)	54	56	15
BUS 160 (1) [C]	5	5	2
BUS 162 (2)	55	63	15
BUS 165 (3)	56	59	4
BUS 170 (1)	18	18	4
BUS 171 (3)	115	119	25
BUS 173 (1)	34	35	5
BUS 174 (2)	88	92	21
BUS 177 (1)	50	50	29
BUS 178 (2)	38	42	12
BUS 179 (2)	56	60	11
BUS 180 (1)	29	31	13
BUS 181 (7)	314	326	123
BUS 182 (7) [C]	27	33	7
BUS 183 (4)	109	113	49
BUS 191 (1)	28	32	2
BUS 199 (6)	103	122	44
BUS 333 (1)	15	15	2
BUS 350 (2)	105	107	31
BUS 363 (1)	13	14	1
COPRG 5 (17)	803	814	273
COPRG 10 (4)	170	170	77
COPRG 11 (2)	55	55	16
COPRG 15 (2)	79	80	16
COPRG 25 (2)	83	83	18
COPRG 30 (1)	34	34	2
ECON 1 (6)	195	195	49
ECON 2 (2)	53	53	11
IND MGT 171 (1)	34	34	4
IND MGT 172 (1)	29	28	3
IND MGT 175 (1)	33	35	1
IND MGT 178 (1)	73	72	23
IND MGT 182 (1)	33	33	6
IND MGT 183 (1)	30	31	4
MGT 190 (10)	340	333	89
MGT 191 (4)	139	137	15
MGT 192 (1)	40	40	5
MGT 193 (3)	109	109	14
R.E. 148 (1)	33	35	7
R.E. 164 (5)	146	146	36

* NOTE: Variable unit and open-entry/exit classes may have more grades awarded than number of students at first census.

1. Does not include classes starting after first census and some short-term courses.
2. [C] denotes combined courses; i.e., several courses taught at the same time by one instructor.

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
R.E. 165 (1)	33	33	9
R.E. 171 (1)	20	21	4
R.E. 173 (1)	22	22	3
R.E. 174 (1)	28	29	4
R.E. 175 (1)	37	37	8
R.E. 177 (1)	17	17	4
COUNSELING			
COUN 50 (9)	267	271	67
COUN 60 (6)	164	169	39
COUN 61 (10)	161	170	39
COUN 70 (4)	79	98	24
COUN 99 (1)	11	8	3
FINE & APPLIED ARTS			
ART 1 (1)	22	22	10
ART 4 (2) [C]	38	38	9
ART 5 (2) [C]	19	20	4
ART 6 (1)	31	31	5
ART 10 (3)	72	71	23
ART 14 (1)	14	14	2
ART 15 (2)	54	54	12
ART 30 (2)	51	49	23
ART 32 (1)	24	24	7
ART 33 (1)	18	18	6
ART 38 (1)	19	19	6
ART 47 (2)	54	59	16
ART 48 (1)	23	23	3
CINEMA 10(2)	106	105	19
CINEMA 15(2)[C]	26	26	8
CINEMA 16(2)[C]	9	9	3
DRAMA 1(2)[C]	33	33	16
DRAMA 2(2)[C]	11	11	2
DRAMA 3 (1)	10	11	4
DRAMA 4 (1)	10	10	1
DRAMA 5 (2)	13	18	4
DRAMA 7 (2)	7	8	2
DRAMA 10 (2)	37	37	8

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
ECE 10 (1)	24	23	2
ECE 11 (2)	38	40	6
ECE 20 (1)	32	33	4
ECE 21 (1)	21	21	2
ECE 22 (1)	46	46	6
ECE 23 (1)	20	20	3
ECE 48 (1)	15	15	7
ECE 55 (3)	43	60	19
ECE 65 (2) [C]	20	20	2
ECE 66 (2) [C]	11	11	0
ECE 324 (1)	8	8	2
ECE 325 (1)	15	15	1
ECE 340 (1)	40	40	0
FD SERV. 174 (1)	16	16	0
HM EC 10 (9)	312	309	72
HM EC 13 (1)	13	13	1
HM EC 15 (3)	74	77	19
HM EC 22 (1)	51	51	14
HM EC 32 (1)	17	17	5
HM EC 34 (1)	11	11	2
HM EC 38 (6)	163	161	29
HM EC 39 (1)	15	15	2
HM EC 40 (3)	63	66	16
HM EC 44 (4)	148	149	67
HM EC 53 (1)	50	50	9
HM EC 54 (1)	11	11	3
HM EC 56 (1)	21	21	8
HM EC 57 (1)	11	11	3
HM EC 58 (1)	8	8	1
HM EC 104(2)[C]	19	21	3
HM EC 105(2)[C]	7	7	3
HM EC 146 (2)	28	28	10
HM EC 152 (1)	18	18	0
MUSIC 1 (2)	84	85	15
MUSIC 3 (1)	15	15	1
MUSIC 5 (1)	15	15	2

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's	Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
MUSIC 8 (2)	45	45	15	HEALTH & PHYSICAL EDUCATION			
MUSIC 9 (1)	8	8	2	H.P.E. (6A) (1)	32	32	14
MUSIC 10 (3)	54	56	5	H.P.E. 1 (3)	151	151	42
MUSIC 13 (2)	25	24	1	H.P.E. 2 (2)	105	105	28
MUSIC 14 (1)	19	19	1	H.P.E. 6 (1)	14	14	4
MUSIC 19 (1)	8	8	3	H.P.E. 12 (1)	18	19	7
MUSIC 20 (1)	36	39	8	H.P.E. 13 (5)	151	152	60
MUSIC 25 (1)	25	26	6	H.P.E. 16 (1)	25	25	8
MUSIC 26 (1)	18	20	0	H.P.E. 18 (1)	34	34	13
MUSIC 27 (8)	153	153	52	H.P.E. 26 (7)	170	170	39
MUSIC 28 (3)[C]	21	20	7	H.P.E. 27 (3)	58	61	6
MUSIC 29 (3)[C]	26	27	8	H.P.E. 28 (3)	78	79	20
MUSIC 30 (2) [C]	3	3	1	H.P.E. 29 (3)	72	73	13
MUSIC 31 (1)	4	4	1	H.P.E. 30 (4)	72	73	21
MUSIC 32 (1)	5	6	1	H.P.E. 31 (2)	30	30	3
MUSIC 33 (1)	10	10	2	H.P.E. 32 (2)	40	40	9
MUSIC 34 (1)	5	7	0	H.P.E. 38 (3)	51	85	24
MUSIC 35 (6)	74	74	16	H.P.E. 43 (1)	16	17	5
MUSIC 37 (1)	11	11	3	H.P.E. 44 (1)	13	13	2
MUSIC 38 (2)	42	42	23	H.P.E. 45 (1)	11	12	3
MUSIC 39 (2)	33	33	10	H.P.E. 46 (4)	175	178	45
MUSIC 40 (1)	20	20	10	H.P.E. 50 (4)	151	151	30
PHOTO 30 (4)	92	91	38	H.P.E. 51 (2)	47	47	12
PHOTO 31 (2)	37	37	11	H.P.E. 52 (3)	71	71	14
PHOTO 33 (1)[C]	19	19	3	H.P.E. 53 (1)	16	16	1
PHOTO 34 (1) [C]	10	11	3	H.P.E. 54 (2)	58	59	7
PHOTO 164(1)[C]	10	12	3	H.P.E. 56 (2)	67	68	12
PHOTO 165 (1)[C]	6	6	2	H.P.E. 57 (2)	48	48	9
PHOTO 166 (1)[C]	10	10	0	H.P.E. 59 (1)	18	18	6
PHOTO 167 (1)[C]	1	1	0	H.P.E. 61 (1)	27	27	2
PHOTO 199 (1)[C]	2	2	0	H.P.E. 62 (1)	19	19	2
SPECH 1 (7)[C]	139	139	35	H.P.E. 63 (1)	27	27	6
SPECH 2 (7)[C]	8	7	2	H.P.E. 64 (1)	10	10	3
TV 10 (2)	48	51	13	H.P.E. 67 (1)	23	23	6
TV 15 (1)	18	21	5	H.P.E. 75 (2)	44	47	2
TV 20 (1)	16	16	6	H.P.E. 76 (2)	35	36	1

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
H.P.E. 77 (2)	35	35	7
H.P.E. 80 (1)	16	16	4
H.P.E. 83 (1)	22	23	2
H.P.E. 84 (1)	18	19	1
H.P.E. 86 (1)	27	27	4
H.P.E. 87 (1)	17	17	3
H.P.E. 92 (1)	21	21	4
H.P.E. 93 (1)	12	12	4
INT ATH 1 (1)	9	10	4
INT ATH 2 (1)	13	16	6
INT ATH 9 (1)	6	6	2
INT ATH 16 (1)	24	25	11
INT ATH 17 (1)	53	56	8
LANGUAGE ARTS			
ENGL 1 (22)	579	580	111
ENGL 2 (8)	190	188	34
ENGL 6 (3)	62	64	16
ENGL 7 (1)	14	14	4
ENGL 21 (1)	33	33	2
ENGL 23 (1)	20	20	4
ENGL 24 (2)	35	33	9
ENGL 30 (1)	18	18	4
ENGL 48 (2)	51	50	8
ENGL 51 (2)	36	36	7
ENGL 62 (3)	58	58	13
ENGL 300 (30)	824	829	241
ENGL 301 (2)	47	77	10
ENGL 361 (7)[C]	74	100	33
ENGL 362 (7)[C]	105	108	38
ENGL 370 (2)	33	35	8
ENGL 371 (2)	17	18	4
ENGL 380 (2)	77	78	20
NOTE: Information on several Foreign Language classes were not available on the printout.			
FRNCH 1 (2)	34	34	17
FRNCH 2 (1)	10	10	3

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
GERMN 1 (3)	53	53	11
GERMN 3 (1)	13	13	2
GERMN 301 (1)	27	27	6
ITAL 301 (1)	26	26	7
JAPAN 301 (1)	27	27	12
JOURN 1 (1)	17	17	3
JOURN 11 (3)	72	71	7
JOURN 20 (1)	12	12	3
JOURN 21 (1)	3	4	0
LATIN 1/2/3 (2)	17	18	3
SPAN 2 (6)	170	170	38
SPAN 3 (2)	31	31	3
SPAN 4 (1)	6	6	0
SPAN 301 (2)	60	60	30
SPAN 302 (1)	16	17	4
TAG 301 (1)	30	32	4
SCIENCE AND MATH			
ASTRO 10 (4)	143	139	39
BIOSCI 1 (1) lec. (2) lab.	38	38	4
BIOSCI 2 (1) lec. (1) lab.	23	23	3
BIOSCI 3 (2)	19	19	1
BIOSCI 10 (2) lec. (2) lab.	47	47	7
BIOSCI 12 (3)	90	92	32
BIOSCI 15 (2) lec (5) lab	137	133	22
BIOSCI 18 (1)	137	132	21
BIOSCI 25 (1) lec (2) lab	51	50	8
BIOSCI 30 (1) lec (1) lab	10	10	4
BIOSCI 48 (1)	15	25	12
CHEM 5 (1) lec. (1) lab.	13	13	5
CHEM 10 (2) lec. (2) lab.	71	71	22
CHEM 360 (4) lec. (5) lab.	175	200	85
ENGR 52 (1)	12	12	4
ENGR 53 (1)	3	3	0
GEOL 1 (3)	86	85	34
MATH 2 (1)	23	23	14
MATH 4 (2)	55	55	20

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
MATH 11 (3)	77	78	21
MATH 12 (1)	10	10	0
MATH 20 (1)	47	48	15
MATH 21 (1)	17	16	3
MATH 23 (1)	8	8	3
MATH 30 (1)	29	29	8
MATH 50 (4)	163	162	40
MATH 51 (1)	29	29	11
MATH 100 (17)	442	441	121
MATH 102 (4)	153	152	42
MATH 103 (1)	29	29	7
MATH 110 (2)	33	34	9
MATH 301 (7)	237	256	46
METEOR 10 (2)	53	55	8
PHYS 2 (3)	51	51	15
PHYS 7 (1) lec. (2) lab	9	9	4
PHYS 10 (2)	58	60	9
PHYSC 10 (3)	59	59	12
PHYSC 351 (1) lec. (2) lab	27	27	5
NURSING			
NURSE 100 (7)	47	48	7
NURSE 101 (1)	60	60	7
NURSE 103 (5)	42	43	1
NURSE 104 (2)	44	44	0
NURSE 121 (1)	23	23	3
NURSE 123 (1)	21	21	13
NURSE 124 (1)	21	21	10
NURSE 300 (2)	15	15	0
NURSE 311 (2)	61	61	27
NURSE 312 (2)	35	35	11
NURSE 313 (1)	15	15	0
SOCIAL SCIENCE			
ANTHR 1 (5)	156	157	22
ANTHR 2 (2)	44	43	12
GEOG 1 (4)	150	151	56
GEOG 2 (1)	16	16	4

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
HIST 4 (1)	57	57	8
HIST 5 (1)	30	30	4
HIST 7 (1)	14	14	3
HIST 10 (2)	97	96	22
HIST 17 (10)	446	450	133
HIST 18 (5)	213	213	65
HIST 19 (1)	34	34	6
HIST 28 (1)	48	48	13
HIST 29 (1)	26	26	9
PHLOS 1 (2)	79	77	11
PHLOS 2 (1)	20	21	10
PHLOS 4 (1)	18	18	0
PHLOS 21 (1)	11	11	12
POLSCI 1 (10)	345	346	73
POLSCI 6 (1)	11	12	1
PSYCH 1 (13)	459	449	127
PSYCH 2 (2)	67	71	15
PSYCH 4 (1)	8	8	1
PSYCH 22 (3)	64	65	14
PSYCH 33 (2)	34	35	4
PSYCH 34 (2)	66	68	15
SOCIO 1 (5)	175	174	43
SOCIO 2 (3)	61	63	18
SOCIO 23 (1)	22	22	5
SOCSCI 26 (1)	30	29	7
SOCSCI 48 (3)	44	44	10
SPECIAL SERVICES			
Field Wk 1 (1)	14	15	6
Tutor 1 (1)	25	30	7
SPSVS 301 (2)	19	48	11
SPSVS 302 (5)	138	159	60
SPSVS 303 (6)	127	147	63
TRADE & TECHNICAL			
ACR 300 (2)	101	101	34
ACR 301 (2)	41	41	10
AERO 100 (2)[C]	47	48	1
AERO 101 (1)[C]	25	25	2

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's	Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
AERO 104 (1)[C]	28	28	1	CRIMJ 106 (1)	29	29	2
AERO 106 (1)[C]	26	26	1	CRIMJ 108 (1)	20	19	1
AERO 108 (1)[C]	14	14	1	CRIMJ 111 (1)	19	20	2
AERO 109 (1)[C]	2	2	1	CRIMJ 112 (1)	13	13	2
AERO 300 (1)	26	26	5	CRIMJ 113 (1)	24	24	5
AERO 303 (1)	20	20	4	CRIMJ 114 (2)	61	62	12
AGBUS 100 (1)	10	11	3	CRIMJ 115 (1)	26	26	2
AGBUS 101 (1)	20	20	2	CRIMJ 117 (1)	20	20	2
AGBUS 106 (1)	14	14	2	CRIMJ 130 (2)	31	35	12
AGBUS 310 (1)	7	7	0	CRIMJ 301 (2)	63	63	8
AUTOB 100 (1)[C]	7	7	0	CRIMJ 302 (1)	33	33	7
AUTOB 101 (1)[C]	6	6	0	DRAFT 100 (3)	73	72	23
AUTOB 102 (1)[C]	7	7	1	DRAFT 101 (1)[C]	17	17	7
AUTOB 103 (1)[C]	5	5	0	DRAFT 102 (2)[C]	14	14	4
AUTOM 140 (1)	23	23	4	DRAFT 103 (2) [C]	12	12	2
AUTOM 141 (1)	21	21	4	DRAFT 104 (2) [C]	31	41	7
AUTOT 120 (1)[C]	7	7	1	DRAFT 105 (1)[C]	3	3	0
AUTOT 121 (1)[C]	5	5	0	DRAFT 106 (2)[C]	13	13	5
AUTOT 122 (1)[C]	8	8	0	DRAFT 108 (1)[C]	5	5	2
AUTOT 123 (1)[C]	3	3	0	DRAFT 310 (1)	18	17	2
CARP 100 (1)[C]	48	50	3	DRAFT 311 (1)	23	23	6
CARP 102 (1)[C]	19	21	3	DRAFT 312 (1)	26	26	12
CARP 103 (1)[C]	21	21	1	ECTRN 100 (1)	36	36	16
CARP 106 (1)[C]	21	21	2	ECTRN 101 (1)	24	23	9
CARP 107 (1)[C]	23	24	2	ECTRN 102 (1)	17	16	7
CARP 120 (7)[C]	133	138	7	ECTRN 106 (1)	27	27	3
COSME 100 (1)[C]	24	24	7	ECTRN 108 (1)	20	20	0
COSME 101 (1)[C]	7	7	0	ECTRN 116 (1)	20	20	3
COSME 102 (1)[C]	11	11	2	ECTRN 120 (2)	53	53	8
COSME 304 (1)[C]	6	6	1	ECTRN 124 (2)	40	44	4
COSME 307 (1)[C]	1	1	0	ECTRN 140 (1)	24	24	5
CRIMJ 100 (5)	190	191	60	ECTRN 300 (1)	24	24	8
CRIMJ 101 (1)	26	26	3	ECTRN 315 (1)	22	22	7
CRIMJ 103 (1)	18	20	3	ECTRN 340 (2)	55	54	1
CRIMJ 104 (1)	22	22	2	ENERGY 41 (1)	17	17	8
CRIMJ 105 (2)	58	58	9	FIRSC 84 (1)[C]	18	18	0

Course(#Sections)	1st Cens. Enrollmt.	Grades Awarded (with W's)*	No. of W's
FIRSC 100 (2)	27	28	6
FIRSC 102 (1)[C]	21	19	0
FIRSC 104 (1)	27	29	6
FIRSC 107 (1)	10	19	4
FIRSC 123 (1)[C]	21	19	0
FIRSC 124 (1)[C]	21	19	0
FIRSC 125 (1)[C]	21	19	0
FIRSC 126 (1)[C]	21	19	0
FIRSC 127 (1)[C]	21	19	0
FIRSC 128 (1)[C]	21	19	0
FIRSC 129 (1)	37	37	1
IA 360 (3)	78	78	12
IA 370 (2)	47	47	9
MACTO 100 (1)	7	7	1
MACTO 101 (1)	4	4	2
MACTO 102 (1)	7	7	1
MACTO 103 (1)	3	3	0
MACTO 300 (1)	21	21	2
OHORT 48 (1)	35	34	0
OHORT 100 (2)	48	47	19
OHORT 104 (1)	21	21	5
OHORT 107 (1)	10	10	5
OHORT 108 (1)	21	21	2
OHORT 113 (1)	15	15	7
OHORT 115 (1)	10	10	2
OHORT 300 (1)	24	25	4
OHORT 301 (1)	28	28	15
OHORT 305 (1)	16	16	3
SMETL 104 (1)	22	22	0
SMETL 120 (1)	22	22	0
WATER 104 (1)	16	16	5
WATER 106 (1)	9	9	0
WELD 100 (1)[C]	33	33	1
WELD 101 (1)[C]	26	27	0
WELD 102 (1)[C]	15	15	0
WELD 103 (1)[C]	5	5	0
WELD 120 (1)[C]	21	22	6
WELD 121 (1)[C]	4	4	0
WELD 122 (1)[C]	19	20	5
WELD 123 (1)[C]	5	5	1
WELD 124 (1)[C]	7	7	0
WELD 125 (1)[C]	7	7	0
WELD 126 (2)[C]	16	16	3
WELD 320 (3)[C]	92	92	16
WELD 330 (3)[C]	42	43	2

SOLANO COMMUNITY COLLEGE

DEGREES AND CERTIFICATES AWARDED
1980 and 1981

Area	Degrees				Certificates			
	F 80	Sp 81	Smr 81	F 81	F 80	Sp 81	Smr 81	F 81
BUSINESS ED.								
Accounting	-	-	-	4	-	-	-	1
Banking & Finance	1	2	-	-	-	1	3	-
Bus. Admin. Support Svs.	6	2	-	-	1	1	-	-
Business, Gen.	30	49	10	15	13	24	6	9
Bus., Mgmt. & Admin.	17	27	3	6	4	8	2	4
Business, Marketing	5	7	-	3	3	8	-	1
Computer Programming	6	18	7	6	4	8	5	5
General Secretarial	2	2	-	-	3	-	-	-
Industrial Management	5	3	1	2	2	4	1	1
Industrial Mgmt., Safety	5	5	1	-	9	7	2	-
Industrial Mgmt., Supervision	2	7	1	1	6	5	1	1
Legal Secretary	3	1	-	-	-	1	-	-
Pre-accounting	10	14	1	1	1	5	-	-
Real Estate	2	5	-	3	-	6	-	1
FINE & APPLIED ARTS								
Art	1	6	-	-	-	-	-	-
Commercial Art	-	-	1	-	-	-	-	-
Dramatic Art	1	6	-	1	-	-	-	-
ECE Assistant	4	6	-	1	7	9	-	-
Fashion Merchan.	-	3	1	1	-	1	2	-
Fine Arts	1	-	-	-	-	-	-	-
Home Ec.	6	6	1	3	3	-	1	-
Liberal Arts	11	33	2	6	-	-	-	-
Music	2	4	1	-	-	-	-	-
Telecommunications	4	3	-	1	-	-	-	-
NURSING								
RN	-	39	-	-	-	-	-	-
VN	1	6	-	-	-	10	-	-
LANGUAGE ARTS								
English	3	9	1	2	-	-	-	-
Foreign Lang., General	1	4	-	2	-	-	-	-
French	-	1	-	-	-	-	-	-
German	1	4	-	-	-	-	-	-
Journalism	2	3	-	2	-	-	-	-
Spanish	-	4	1	-	-	-	-	-

Area	Degrees				Certificates			
	F 80	Sp 81	Smr 81	F 81	F 80	Sp 81	Smr 81	F 81
MATH/SCIENCE								
Chemistry	1	1	-	-	-	-	-	-
Math	-	5	-	-	-	-	-	-
Physics	-	2	-	-	-	-	-	-
Science, General	5	20	1	7	-	-	-	-
SOCIAL SCIENCE								
Ethnic Studies	-	4	1	-	-	-	-	-
History	2	6	-	1	-	-	-	-
Psychology	3	12	1	5	-	-	-	-
Public Administration	1	-	-	-	-	-	-	-
Social Science	10	25	5	6	-	-	-	-
SHIPBUILDING	11	19	1	5	-	-	-	-
TRADE & TECHNICAL								
Aero	1	-	-	-	-	-	-	-
Ag. Bus.	-	1	-	1	-	-	-	-
Auto B&F	1	-	-	-	7	-	1	-
Auto Mech	1	-	1	-	-	-	1	1
Auto Tech	-	2	-	-	1	2	-	-
Carpentry Apprentice	-	1	-	-	-	-	-	-
Consumer Electronics	1	1	-	-	-	-	-	-
Cosmetology	-	1	-	1	9	7	-	2
Criminal Justice	-	1	-	-	-	-	-	-
Crim. Justice, Corrections	6	3	2	4	8	5	-	1
Crim. Justice, Law Enf.	8	6	-	4	7	9	-	2
Drafting Tech.	3	3	-	1	2	4	-	2
Electronic Tech.	2	15	-	2	-	1	2	-
Fire Science	3	9	1	1	-	4	-	1
Machine Tool Tech.	1	-	-	-	1	-	-	2
Ornamental Horticulture	2	2	-	2	-	3	-	-
TV Servicing	1	1	-	-	-	-	-	-
Water & Wastewater	1	1	-	-	1	1	-	-
Welding, Ind. Tech.	-	2	-	-	-	2	-	-
Welding Tech.	1	1	1	-	1	1	1	-

MKB:sh
5/21/82

Number of Degrees and Certificates Awarded, Spring 1979 to Spring 1981

	AA	AS	Certificates
Spring 1979	173	219	173
Fall 1979	73	93	143
Spring 1980	152	274	147
Fall 1980	53	144	93
Spring 1981	155	272	140

Information on Recent Solano Community College Graduates and Certificate Recipients

The following survey was conducted by Community Services in coordination with Mary Buckley, John Locarnini, and Jerry Korte and with assistance from Sal Alcala and Debbie Garrison.

Number of cards mailed 717
Responses received 243 (33.9%)

SURVEY OF RECENT GRADUATES
AND CERTIFICATE RECIPIENTS (As of July, 1982)

1. Are you currently employed? YES 186 NO 57

2. Is your work related to your education from Solano College?

   YES, directly or clearly related 115

   NO, not related 71

3. Names of companies or employer. (See attached)

4. Positions or title. (See attached)

5. Universities attended. (See attached)

6. Majors. (See attached).

EMPLOYERS

A.
ANHEUSER - BUSCH
APPLIED MANAGEMENT INSTITUTE
ASSOCIATION FOR RETARDED CHILDREN

B.
BECHTEL GROUP, INC.
BENNES PHOTO SUPPLY

C.
CAL TRANS
CAROUSEL OF UNIFORMS
CBS
CETA
CHERI'S L.D.C. SCHOOL
CHEVRON USA INC. - 3
CHRISTIAN ACADEMY
CIRCUS COFFEE SHOP
CITY OF BENICIA
CITY OF FAIRFIELD
CITY OF SUISUN
CITY OF VACAVILLE - 3
COUNTY OF MARIN
CREEGAN 7 D'ANGELO CONSULTING ENG.
CRESCENT JEWELERS
CWE

D.
DIABLO TEMPORARY SERVICES
DIXON CARBURATOR & ENGINE
D K ASSOCIATES
DOMOR DATA PROCESSING SERVICES

E.
ENID M. BERGER, REALTY
ENLOE HOSPITAL
EXPLOSIVE TECHNOLOGY

F.
FAIRFIELD DAILY REPUBLIC
FAIRFIELD LANDING RESTAURANT
FAIRFIELD TIRE CENTER
FAMILY MEDICAL GROUP
FINANCIAL PLANNERS EQUITY CORP.
FIRST NORTHERN BANK OF DIXON (THE)
FRED'S BARBER SHOP

G.
GREATER VALLEJO RECREATION DISTRICT

H.
HOWARD JOHNSONS

I.
INTERCOMMUNITY HOSPITAL - 4

J.
J.C. PENNY
JEAN NICOLE
JEWS FOR JESUS
JJ GOURMET

K.
KAISER MEDICAL CENTER - 4
KIDS KORNER NURSERY SCHOOL
K-MART

L.
LE PAPILLION
LEVI'S STRAUSS & COMPANY
LONGS
LUCKEY

M.
MARTINEZ ELECTRIC INC.
MC MAHONS FURNITURE
MEDICAL INSTRUMENTATION SERVICES, INC.
MERCHANTS ADVERTISING
MERVYNS - 3
MINSY
MOBILE DISC JOCKEY
MYSEN HEALTH CARE

N.
NICOLET - ZETA
NUT TREE

P.
PARK VILLA HOMEOWNERS ASSOCIATION
PATTERSON DELIVERY
PAYLESS
PERTEL, PERRY & KUZMA, INC. - 2
PG&E - 2
PLANTRONICS/ZEHNTEL
PRINTING COMPANY
PRUDENTIAL LIFE INSURANCE

Q.
QUEEN OF THE VALLEY HOSPITAL

R.
REMARK'S HARBOR HOUSE
RICHMOND POLICE DEPARTMENT
ROSE ERICKSON

S.
SEARS - 2
SHELL OIL COMPANY
SHORTSTOP
SKAGGS ISLAND FIRE DEPARTMENT
SOLANO COMMUNITY COLLEGE - 2
SOLANO COUNTY MANPOWER DEPARTMENT - 2
SOLANO COUNTY OFFICE OF EDUCATION
SOLANO COUNTY OFFICE OF VETERANS ADMINISTRATION
SOLANO COUNTY SHERIFF'S DEPARTMENT - 5
SOLANO COUNTY SUPT. OF SCHOOLS
SOLANO COUNTY UNIFIED SCHOOL DISTRICT - 6
SOUTHERN PACIFIC RAILROAD
STANDARD OIL REFINERY
STANFORD MEDICAL CENTER
STATE OF CALIFORNIA - DEPT. OF REHABILITATION
SUISUN VALLEY BANK
SYAR

T.
TACO BELL - 2
TENNESSEE ST. PLASMA CENTER
THE GHETTO
THREE (3) M COMPANY

EMPLOYERS

T. TREASURE ISLAND FIRE DEPARTMENT
T. WHEELER FAMILY

U. UNITED PARCEL SERVICE - 5
UNITED STATES AIR FORCE - 8
UNITED STATES AIR FORCE - MC CLELLAN
UNITED STATES AIR FORCE - TRAVIS - 8
UNITED STATES DEPARTMENT OF ENERGY
UNITED STATES GOVERNMENT - 5
UNITED STATES NAVY
UNITED STATES NAVY - ALEMEDA NAVAL AIR STATION
UNITED STATES NAVY - MARE ISLAND - 17
UNITED STATES POSTAL SERVICE - 3
UNIVERSITY OF CALIF., DAVIS - 2

V. VACA VALLEY PRESCHOOL
VALLEJO UNIFIED SCHOOL DISTRICT

W. WADDELL & REED INC.
WELCH DISTRIBUTING FOOD SPECIALISTS
WESTERN MEDICAL SERVICES - 3
WESTERN TEMPORARY SERVICES

POSITIONS

A.
ACCOUNTING ASSISTANT
ACCOUNTING CLERK - 2
ADMINISTRATIVE - 2
AIRCRAFT SHEETMETAL MECHANIC - 2
ANALYST - 3
APPRENTICE
ASSISTANT SUPERVISOR
AUTOMOTIVE MECHANIC

B.
BILINGUAL AIDE
BUILDER

C.
CARRIER - 4
CASHIER - 3
CLERK-TYPIST - 8
COMPUTER OPERATOR
COMPUTER PROGRAMMER
COMPUTER SPECIALIST
CONSTRUCTION EQUIPMENT OPERATOR
COOK
COOK TRAINER
CORRECTIONAL OFFICER - 2
COUNSELOR
CREDIT REPRESENTATIVE
CUSTOMER SERVICES SUPERVISOR

D.
DATA ENTRY OPERATOR - 2
DEPUTY SHERIFF
DIRECTOR - 2
DISC JOCKEY
DISHWASHER
DRAFTSMAN
DRAWBRIDGE OPERATOR

E.
EKG TECHNICIAN
ELECTRICIAN
ENGINEER ASSISTANT - 2
ENGINEER/DRIVER
ENGINEERING TECHNICIAN
EQUIPMENT SPECIALIST

F.
FIRE INSPECTOR
FIREMAN - 4
FOREMAN -2

H.
HOSTESS

I.
INSTRUCTIONAL AIDE - 2
INSURANCE AGENT
INVENTORY CLERK
INVENTORY SUPERVISOR

J.
JOURNEYMAN RUBBER WORKER

L.
LABORATORY TECHNICIAN
LANDSCAPER
LIBRARY ASSISTANT
LINEMAN

M.
MACHINIST
MAINTENANCE
MAINTENANCE OFFICER
MANAGEMENT ASSISTANT
MANAGER - 4
MATERIAL CONTROL CLERK
MECHANIC ENGINEER
MESSENGER

N.
NURSE - LVN - 3
NURSE - RN - 8
NURSE'S AIDE - 4

O.
OFFICE WORKER - 4
OPERATIONS OFFICER
ORDERLY
OWNER

P.
PACKAGE/DRIVER
PAINTER
PHOTOGRAPHER
PLASTICS TECHNICIAN
PNEUDRAULICS WORKER
POLICE ASSISTANT
POLICEMAN
PRE-LOAD - 4
PRESIDENT
PRINTER
PRODUCTION CONTROLLER
PROGRAM LEADER

R.
RANCH HAND
RECEIVING CLERK
RECEPTIONIST - 3
REFINERY PLANT OPERATOR
RIGGER HELPER

S.
SAFETY SPECIALIST
SALES CLERK
SALES REPRESENTATIVE
SECRETARY - 7
STOCKER
STRIPPER
SUBSTITUTE SECRETARY
SUPPLY CLERK
SUPERVISOR - 6

T.
TEACHER

POSITIONS

T. TECHNICIAN
TOUR GUIDE
TRAINING TECHNICIAN
TRANSPORTATION

U. UTILITY PLANT OPERATOR

V. VOUCHER EXAMINER
V. P. ENGINEER

W. WAITER
WAITRESS - 2
WAREHOUSEMAN - 2

COLLEGES AND
UNIVERSITIES

B. BRIGHAM YOUNG

C. CALIFORNIA COLLEGE OF ARTS AND CRAFTS
CALIFORNIA LUTHERAN
CAL POLY
CHICO STATE

D. DREXEL INSTITUTE OF TECHNOLOGY

F. FREDONA AT SUNY

G. GOLDEN GATE - 3

M. MERCED JUNIOR COLLEGE

P. PORTLAND STATE

S. SACRAMENTO STATE - 24
SAN FRANCISCO STATE - 3
SAN JOSE STATE - 5
SHASTA COLLEGE
SONOMA STATE - 3
SOUTHERN ILLINOIS - 2
STATE UNIVERSITY - DOMINGO HILLS
ST. MARYS
SWT

U. UNIVERSITY OF CALIFORNIA, BERKELEY
UNIVERSITY OF CALIFORNIA, DAVIS
UNIVERSITY OF KENTUCKY
UNIVERSITY OF L & BELLERMINE COLLEGE
UNIVERSITY OF NEBRASKA AT OMAHA
UNIVERISTY OF OREGON - 2
UNIVERSITY OF ST. THOMAS - PHILLIPINES

W. WASHINGTON STATE

MAJORS

A. ACCOUNTING - 3
AERONAUTICS
ART
AUTOMOTIVE MERCHANDISING THEORY

B. BANK AND FINANCE
BUSINESS - 11
BUSINESS - ADMINISTRATION - 6
BUSINESS - GENERAL
BUSINESS - MANAGEMENT

C. CIVIL ENGINEERING
COMPUTER PROGRAMMING - 3
COMPUTER SCIENCE - 7
COSMETOLOGY
CRIMINAL JUSTICE - 6

D. DRAFTING TECHNICIAN - 2

E. EARLY CHILDHOOD EDUCATION - 2
EDUCATION
ENGINEERING
ENGLISH - 3

F. FASHION MERCHANDISING
FINANCIAL PLANNING
FINE ARTS - 2
FIRE SCIENCE
FORIEGN LANGUAGE - GERMAN

H. HISTORY - 2
HOME ECONOMICS

I. INDUSTRIAL MANAGEMENT - 2

J. JOURNALISM - 2

L. LIBERAL ARTS - 5

M. MUSIC

O. OCCUPATIONAL THERAPHY

P. PSYCHOLOGY - 4

R. REGISTERED NURSING

S. SCIENCE - GENERAL
SOCIAL SCIENCE

T. TELECOMMUNICATIONS

W. WATER AND WASTEWATER TECHNOLOGY

OTHER MAJORS

B. BIOLOGY SCIENCE

C. CHEMICAL ENGINEERING
CHILD DEVELOPEMENT - 2
CLOTHING
CRIMINOLOGY

D. DENTAL HYGIENE
DESIGN
DIETETICS

E. ECONOMICS
ENGLISH TECHNOLOGY

F. FILM
FINANCE

I. INDUSTRIAL DESIGN
INTERNATIONAL RELATIONS - 2

L LAW ENFORCEMENT

M. MECHANICAL ENGINEERING

P. PHILOSOPHY
PHYSIOLOGY

R. RECREATION AND PARK ADMINISTRATION

S. SOCIAL WORK
SPEECH PATHOLOGY/AUDIOLOGY

T. THEATRE

W. WILDLIFE/FISHERIES

OTHER DATA RELATED TO PLANNING

Enrollment Projections (Chancellor's Office Population Research Units)

Year	Enrollment Projected	Actual Enrollment	WSCH Projected	1st Census WSCH
Fall 1981	9,560	10,144	88,444	85,729
Fall 1982	10,200	9,796	94,900	90,086
Fall 1983	10,530	---	97,800	---

County Population Data (1980 Census)

Population total (1980) is 235,205 (an increase of 36.9% between 1970-80.)

Ethnic Population Percentages*

White	74.1
Black	11.8
Asian, Pacific Islands	7.4
Other	6.7

*Census includes Spanish surname in all categories.

Solano County Employment Trends (from ANNUAL PLANNING INFORMATION, 1982-83, using 1981-82 data)

Agriculture -- slight increase
Construction -- decline
Finance, insurance, real estate -- slight increase
Government (largest employer in the County) -- increase
Manufacturing -- decline
Retail trade -- slight increase but at a slower rate
Services -- decline
Transportation, warehousing, communications -- stable
Wholesale trade -- steady growth

Student Trends

The following California student trends are noted in a variety of educational publications and reports:[1]

1. A comparison of 1981 and 1982 surveys of California high school students indicated:
   a. A 3% increase in those planning to attend full-time at a community college.
   b. A 3% increase in those who think the best reason for going to college is "to get a good job" and the same increase in those who think the best reason is "to better themselves as a person."
   c. A 9% increase in those who chose the location of the college as the most important reason in selecting a college, with increasing preference for colleges closer to home.

[1]The 1981 Student Profile, These Are Our Students, contains specific information on Solano students.

2. A potential 16% decrease in California high school graduates during the present decade. Note that Solano County population growth will partially offset this statewide decline.

3. An increase in 1980 as compared with 1979 in the proportion of high school students enrolled in the Northern and Bay Area community colleges. (Chancellor's Office Student Profile)

4. The number of community college transfers to the U.C. and C.S.U. systems declined slightly between fall 1980 and 1981.

5. The most popular community college transfer majors in 1981 were business, social science, engineering and biological sciences.

6. A continuing interest in occupational programs and a decline in humanities at all levels of education.

7. A decline of 15% during the past five years in the number of U.C. eligible high school graduates enrolling in community colleges.

8. A continued growth in the number of community college students working at full and part-time jobs while attending school.

Educational Trends

1. The increasing number of entering students with basic skills deficiencies has generated one of the most well-documented and instructionally significant trends in recent years. Statistics for many community colleges, including Solano, reveal that 50% or more of the first year students require remedial instruction in reading, English and/or mathematics.

   In spring, 1982, Will Barnes conducted a survey of Solano faculty on the subject of developmental instruction and assessment. Excerpts from the survey results are presented below:

Solano College's Faculty Survey on
Developmental Instruction and Assessment
(Excerpts from Questionnaire Summary Data)

Questionnaire Response Rate

Number distributed	139
Number of responses.	78 (56.12%)
Number not returned.	61 (43.88%)

Do you feel that developmental studies (remedial courses) should be offered at the community college level?

a.	Strongly disagree	3	3.85%
b.	Tend to disagree	8	10.25%
c.	Strongly agree	44	56.41%
d.	Tend to agree	19	25.36%

Should students with basic skills deficiencies be required to take developmental (remedial courses) in the needed skills area prior to enrolling in freshman level classes?

A. Yes 61 (78%) B. No 17 (22%)

Given the opportunity to teach within a developmental program, would you volunteer?

A. Yes 37 (47%) B. No 35 (45%) C. Undecided 6 (8%)

For the following questions, respondents were advised to base their answers on the lowest academic level class in their teaching load.

What would you consider the minimum level of proficiency a student should have to be eligible to enroll in your class?

A. Reading Skills

9th - 11th	22	28.21%
11th - 12th	11	14.10%
12th - 13th	32	41.03%
13th - 15th	1	1.28%
No response	12	15.38%

B. Math Skills

9th - 11th	31	39.74%
11th - 12th	4	5.13%
12th - 13th	15	19.23%
13th - 15th	2	2.56%
No response	26	33.33%

C. Writing Skills (English)

9th - 11th	24	30.77%
11th - 12th	5	6.41%
12th - 13th	28	35.90%
No response	21	26.92%

What percentage of your students do you consider educationally disadvantaged due to deficiencies in basic skills (reading, English, math)?

a.	Less than 20%	22	31%
b.	21 - 25%	19	27%
c.	26 - 30%	7	10%
d.	31 - 35%	4	6%
e.	30 - 40%	8	11%
f.	More than 40%	10	14%

What percentage of your students that drop the class or receive a grade below C is due to low basic skills proficiency?

a.	Less than 20%	22	32%
b.	21 - 25%	9	13%
c.	26 - 30%	6	9%
d.	31 - 25%	2	3%
e.	36 - 40%	4	6%
f.	More than 40%	25	37%

2. On a statewide basis, there is increasing support for establishing proficiency standards and minimum competency levels for community college student performance. In spring 1981, the Solano Community College Faculty Senate surveyed full-time faculty concerning assessment, proficiencies and competencies. The results as reported by Georges Gerard are presented below:

   Number surveyed. 132
   Number of responses. 64 (48%)

   a. Because of the diversity of our community college, should any attempt be made to establish statewide proficiency standards or tests in basic skills? Should any attempts be made to establish proficiency standards or certification procedure on local campuses? IN FAVOR - 74%

   b. Should students receiving associate degrees be required to demonstrate proficiency in basic skills? IN FAVOR - 80%

   c. Should admission transfer level courses be based upon some certified level of competencies? IN FAVOR - 78%

   d. Should basic skills proficiency be a prerequisite for credit courses. IN FAVOR - 75%

   e. Re-examination of the effectiveness of remedial processes. IN FAVOR - 90%

   f. Longitudinal studies of student retention and success rate (data follow-ups). IN FAVOR - 95%

   g. Uniform and clearly specified competency level for each course or multiple section ones. IN FAVOR - 92%

3. Growing emphasis is being placed on academic standards with a concomitant decline in support for the concept of the "open door." In part, the Chancellor's Office course deletion mandate reflects this trend.

4. From the community colleges to the universities, increasing attention is being placed on structuring and increasing general education requirements.

5. The decrease in employment opportunities has created a decline in enrollment in apprenticeship programs. However, the shipbuilding apprentice program is maintaining an excellent enrollment.

6. Financial constraints and rapid technological changes are adversely affecting the ability of vocational and science programs to obtain up-to-date equipment.

7. The increasing state control and continuing cap on growth are decreasing the college's ability to respond to community educational needs.

CONCLUSIONS AND RECOMMENDATIONS BASED ON 1981-82 INSTRUCTIONAL PROGRAM REVIEW - PHASE I

REVIEW PROCESS

Conclusions:

1. The program review process began in mid-year, January of 1982 and includes information from fall, 1980; spring, 1981 and fall, 1981. Spring, 1982, data could not be included. Now that a base of three semesters of information has been developed, future reviews should coincide with the academic year and build upon prior semesters.

   Recommendation:

   To compile data at the end of the academic year for future program reviews.

2. The initial program review does not include summer session information since the summer session differs from the regular semester in staffing, apportionment generated and other data categories.

   Recommendations:

   a. To develop an appropriate format for summer session data collection.
   b. To include a separate report on summer sessions in future program reviews.

3. Directions for the initial review were not always specific enough.

   Recommendation:

   To develop a form containing agreed upon information categories and specific directions for completing the form.

4. The identification of program areas was based on current budget categories which are, in turn, based on the Chancellor's Office TOPS Codes. This approach assists in relating income to cost but does not always provide adequate information on specific departments or subject areas within divisions. For example, the English program information combines developmental, regular composition and literature classes in one group, while foreign language information is divided into French, German, Spanish, etc.

   Recommendation:

   To agree upon program areas that are discrete enough to provide meaningful information for analysis and decision-making.

5. Information is very limited on the follow-up of occupational students and the monitoring of how many students transfer or indicate they plan to transfer.

   Recommendation:

   To develop improved ways to collect student follow-up and transfer information.

6. Collecting information for the program review was very time consuming and required input from Division Chairs, Directors, the Curriculum Technician and other Office of Instruction staff.

   Recommendation:

   To investigate whether a computer program could be developed for collecting some of the data for future program reviews (some categories are already on-line; others do not lend themselves to programming).

7. Budget information is included in the division data. However, with few exceptions, the cost of program operation, excluding salaries, is minimal. Programs that had significant general fund expenditures, in addition to salaries, during 1980-81 were computer programming, art, drama, home economics, music, physical education, journalism, biological science, carpentry, cosmetology, horticulture and welding.

   Recommendations:

   a. To consider program cost to income ratio; however, this should not be a primary reason for retaining, deleting or expanding programs.
   b. To amortize large equipment costs over an appropriate period of time.

EDUCATIONAL GOALS, OBJECTIVES AND PRIORITIES

Conclusions:

1. The Board of Governors of the California Community Colleges is in the process of developing a new mission statement and a list of statewide priorities for all community colleges. Once this list is agreed upon, the intent is that colleges will use the state priorities as a basis for establishing local goals. The current Solano educational priorities included in the Aims and Goals Study are based on community responses to a survey conducted several years ago. The survey of faculty included in this Instructional Program Review was based on division/area group consensus. Students and other staff were not surveyed, although some who are district residents were probably included in the original Aims and Goals Study survey.

   Recommendations:

   a. To monitor the California Community College Board of Governors development of a mission statement and priority list.
   b. To conduct a campuswide survey of institutional goals and priorities as perceived by the individual students, faculty, staff and administrators.
   c. To submit the survey results to the Governing Board for consideration in the Board's development of a directive on goals and priorities.

2. The time of continual growth and expansion for community colleges is over for the foreseeable future. Instead, we face decisions on what educational needs and priorities should be met, given the resources available.

Recommendations:

a. To use the Governing Board's priorities as the general basis for instructional program decisions.
b. To use the information from the Instructional Program Review - Phase I to identify specific instructional programs requiring additional qualitative, in-depth review.

INSTRUCTIONAL PROGRAMS

Conclusions:

1. During the past year, several programs were affected by decisions outside of the program review process.

   a. The California Community Colleges Chancellor's Office mandate on course deletions eliminated the Real Estate program and decreased offerings in other business programs, counseling, fine and applied arts, horticulture and physical education. Since State apportionment was reduced proportionate to the ADA generated by the deleted courses, many of which were relatively low-cost classes that helped support offerings with a higher cost of instruction, the result was both a decrease in responsiveness to community educational interests and in income. The course deletions also led to forced enrollment declines, a fact that must be considered in evaluating the strength of affected programs.

   Recommendations:

   1. To monitor the Chancellor's Office response to Solano's course deletions.
   2. To identify courses that may have been deleted for questionable reasons and, where appropriate, to consider revisions and possible reinstatement in the curriculum.
   3. To transfer other deleted courses from the credit/noncredit program to Community Services for possible implementation as fee-based classes.

   b. A decline in employment opportunities in several degree and certificate programs has led to a significant decrease in enrollment. These areas include carpentry apprentice, water and wastewater treatment, sheetmetal apprentice and agriculture business. At the request of the Northern California Sheetmetal Joint Apprentice Training Council, the sheetmetal program has been temporarily discontinued.

   Recommendations:

   1. To continue the carpentry apprenticeship program for 1982-83 and to re-evaluate the program status during spring, 1983.
   2. To retain the existing State program approval right to offer the sheetmetal, water and wastewater treatment, and agriculture business programs but to phase out current offerings, cease accepting new enrollees, monitor job opportunities and student interest, and determine during the coming year whether any of these programs should be officially discontinued or reactivated.

c. In spring the decision was made to eliminate the vocational nursing program effective at the end of the fall semester, 1982, which enabled all enrolled students to complete the program. New job opportunities for LVN's tend to be in convalescent homes where the initial pay rate is close to the minimum wage. State requirements dictate an extremely low student to instructor ratio, resulting in a high cost program for an average of 13 students per year.

Recommendation:

To refer interested students to other vocational nursing programs.

2. The following data summaries and recommendations for specific programs are based on information from the Phase I data collection.

BUSINESS

In future program reviews, division data should be presented in more discrete areas within administrative support and general business programs.

Accounting

Stable enrollments, excellent instructor:student ratio, excellent fill rate, relatively high attrition.

Recommendations: Maintain program; explore ways to reduce attrition.

Administrative Support

Stable enrollments, good instructor:student ratio, good fill and retention rates.

Recommendation: Maintain program.

Banking and Finance

Small program; expansion from 2 to 4 sections in fall, 1981, accompanied by significant decline in instructor load and percent of fill; good retention.

Recommendation: Review in Phase II to determine whether increased number of sections is justified by enrollments.

Computer Programming

Strong program with continuing growth in enrollment, excellent instructor:student ratio, continually improving percent of fill, relatively high attrition; large, initial equipment costs have been budgeted but maintenance and replacement costs will continue.

Recommendations: Maintain program; explore ways to reduce attrition; expand use of mainframe among other programs to further justify equipment costs; investigate possible prerequisite for CP 5 course.

Economics

Fairly stable enrollments, significant decline in instructor:student ratio between fall, 1980 and 1981, significantly lower instructor load then Northern California average, good percent of fill.

Recommendation: Review in Phase II to determine number of sections of Economics 1 needed.

General Business

Slight declining trend in enrollment (Note: highest enrollment occurred in spring, 1980, when fewest sections were offered), excellent percent of fill.

Recommendation: Review in Phase II to determine vitality of specific offerings within the general business area.

Insurance

Small program, very low instructor:student ratio, very low percent of fill; low cost program.

Recommendation: Monitor enrollment trends to determine whether more than two sections are justified.

Management

Increasing enrollments, good percent of fill.

Recommendation: Review in Phase II for possible program expansion.

Marketing

Stable enrollments, good instructor:student ratio, excellent percent of fill; low cost program.

Recommendation: Maintain program.

Real Estate

Eliminated by State except for Principles of Real Estate course.

Work Experience

Increasing enrollment trend, significantly lower instructor:student ratio than Northern California average.

Recommendation: Review in Phase II to identify ways to expand program to better meet students needs and improve load ratio.

COUNSELING

Most Counseling classes are taught as part of counselor's regular workload. Career planning classes continue to attract increasing numbers of students. Stable enrollments (Chancellor's course deletions will adversely affect 1982 enrollments), good fill rate.

Recommendations: Maintain program; consider additional career planning sections.

FINE AND APPLIED ARTS

Art and home economics experienced course deletions because of the Chancellor's Office mandated cuts. The division's recommendations for Phase II review were drama and food services.

Art

Stable program; decreasing number of sections offered generated enrollment decline in fall, 1981.

Recommendations: Maintain program; monitor enrollment trends in specific courses

Cinematography

Fluctuating enrollment pattern, good percent of fill except for spring, 1981; excellent instructor:student ratio.

Recommendations: Maintain program; investigate reasons for enrollment fluctuation.

Drama

Declining enrollment 1980 to 1981, marked decrease in instructor:student ratio, low percent of fill; possibility all WSCH generated not included in division data.

Recommendations: Review in Phase II.

Early Childhood Education

Low percent of fill, low instructor:student ratio compared with Northern California average, good retention; relatively high cost program.

Recommendation: Review in Phase II.

Food Services

Small program, marked decline in enrollment, low cost program, decline in employment opportunities, low starting salaries.

Recommendation: Offerings were discontinued; assess interest level in one year.

Home Economics

Slight decline in enrollments (Note: largest enrollment was spring, 1980, with fewest sections offered), good percent of fill, good retention; relatively high cost program.

Recommendation: Review in Phase II; analyze programs within home economics to determine whether enrollment decline is general or within specific areas.

Music

Fairly stable enrollment, low instructor:student ratio compared with Northern California average, good percent of fill and retention.

Recommendation: Investigate possible ways to increase instructor:student ratio.

Photography

Stable enrollment, good instructor:student ratio, excellent percent of fill; job opportunities uncertain.

Recommendations: Maintain program; investigate job market.

Speech

Increasing enrollment trend, good instructor:student ratio, good percent of fill, fair retention.

Recommendations: Phase II review for possible increase in offerings; explore ways to improve retention.

Television

Slightly declining trend in enrollment, low instructor:student ratio compared with Northern California average.

Recommendations: Review in Phase II; monitor enrollment.

HEALTH OCCUPATIONS

Registered Nursing

Continued demand for enrollment (145 academically qualified applicants in 1980 and 1981) and large waiting list, low instructor:student ratio because of state requirements, excellent percent of fill, good retention, high cost program; excellent job opportunities.

Recommendation: Maintain program quality, explore ways to increase WSCH, within program standards, to help offset high costs.

Certificate/Other

Relatively stable enrollment, excellent percent of fill; essential community service.

Recommendation: Maintain offerings.

HEALTH, PHYSICAL EDUCATION

A number of Physical Education courses were deleted by the Chancellor's Office creating an increased enrollment decline for 1982-83.

Health Education

Excellent instructor:student ratio, marked enrollment decline in spring, 1981, generally high fill rate; low cost program.

Recommendation: Maintain program.

Physical Education

Slightly declining trend in enrollment, marked decline in instructor:student ratio between 1980 and 1981, good percent of fill.

Recommendations: Phase II review; assess impact of course deletions and other reasons for decline in enrollment; explore ways to provide more courses in area of student interest and demand.

LANGUAGE ARTS

For specific division recommendations on programs, see narrative following Language Arts program data. To improve program analysis, future Language Arts Program Review information should present developmental, regular composition and literature data separately.

English

Fairly stable enrollment, good fill and retention rates; decline in literature enrollment and offerings, low instructor:student ratio compared with Northern California average.

Recommendations: Review in Phase II for possible expansion of composition program; analyze whether number of developmental and regular offerings are responsive to students' skill levels; monitor assessment program to determine impact on offerings; review literature offerings and ways to attract more students; evaluate effectiveness of recently implemented writing laboratory.

Reading

Declining enrollment trend, low instructor:student ratio compared with Northern California average but marked improvement between 1980 and 1981; excellent percent of fill, good retention.

Recommendations: Maintain program but monitor assessment impact on offerings, explore ways to increase instructor:student ratio, evaluate recently implemented reading course levels, identify ways to publicize courses.

English as a Second Language

Small program; fairly stable enrollment, low instructor:student ratio, good percent of fill.

Recommendations: Maintain at current level; explore ways to improve instructor:student ratio.

Dactology

Stable enrollment, good instructor:student ratio, excellent percent of fill.

Recommendation: Maintain program.

French

Declining enrollment trend fall, 1980, to fall, 1981; instructor:student ratio about 50 percent of Northern California average; relatively low percent of fill.

Recommendation: Review in Phase II.

German

Low instructor:student ratio compared with Northern California average, relatively low percent of fill.

Recommendations: Monitor enrollments; survey other colleges to determine accuracy of and reasons for their higher instructor:student ratio.

Spanish

Marked decline in instructor:student ratio between 1980 and 1981, good percent of fill.

Recommendations: Maintain program; monitor instructor:student ratio and investigate patterns at other colleges.

Other Foreign Languages

Stable program.

Recommendation: Future of program depends on Chancellor's Office position on conversational language classes.

Journalism

Prior to elimination of the VIVA, the program was experiencing a slightly declining trend in enrollment; instructor:student ratio good when compared with Northern California average.

Recommendations: Separate mass communication from regular journalism courses and consider data separately; monitor student interest in regular journalism classes.

MATHEMATICS/SCIENCE

Division recommendation for review included a study of the biology major's program, mathematics and engineering surveying program.

Biological Science

Marked enrollment increase between fall, 1980, and spring, 1981; good instructor:student ratio and percent of fill.

Recommendation: Maintain program.

Chemistry

Stable enrollment, excellent instructor:student ratio and percent of fill.

Recommendation: Maintain program.

Engineering (Surveying)

Small program; stable but low enrollment, low percent of fill.

Recommendations: Consider decreasing frequency of offerings; encourage coordination with Napa surveying offerings.

Mathematics

Increasing enrollment trend, relatively low instructor:student ratio compared with Northern California average, excellent percent of fill.

Recommendations: Consider program expansion if demand justifies; monitor assessment impact on need for more developmental classes and possible restructuring of remedial level courses.

Physical Science

Fluctuating enrollment pattern and percent of fill.

Recommendations: Phase II review; identify student enrollment and interest patterns based on specific courses, and alternative methods for offering second and subsequent semester courses.

SHIPBUILDING

Enrollment is this program is controlled by the Mare Island Shipbuilding Apprentice Office. Positive attendance hours very high, percent of fill at maximum; retention is very high; leads to immediate employment.

Recommendations: Maintain program; stabilize enrollment to retain full-time positions.

SOCIAL SCIENCE

The division recommends further review of psychology, political science and public administration. The marked decline in enrollments in the social sciences appears to be slowing; future trends are difficult to assess but enrollment appears to be stabilizing.

Anthropology

Spring, 1981, enrollment indicates significantly higher rate of fill occurs with fewer sections offered; instructor:student ratio low compared with Northern California average.

Recommendation: Review in Phase II; determine number of sections needed to meet student demands.

Geography

Increasing enrollment trend since fall, 1980; excellent instructor:student ratio, fairly high attrition.

Recommendations: Maintain program; investigate reasons for attrition and methods to decrease loss of students.

History

Excellent instructor:student ratio compared with Northern California average, excellent rate of fill; slightly declining enrollment trend accompanied by a decrease in number of sections offered.

Recommendations: Maintain program; monitor enrollments.

Political Science

Slightly declining enrollment trend; improving retention rates.

Recommendations: Maintain program; monitor enrollments, review offerings and scheduling.

Psychology

Improving fall enrollments, relatively low enrollments in several courses decreases overall enrollment and fill rates.

Recommendations: Review in Phase II; investigate ways to improve enrollment in specific courses.

Sociology

Dramatic decline in sections and enrollment in spring, 1981, were reversed in fall, 1981; relatively low fill rate.

Recommendation: Maintain program but analyze whether number of sections offered match student demand.

Social Science

Relatively small program, limited information available.

Recommendation: Obtain more specific information on program as basis for decision making.

SPECIAL SERVICES

Community Volunteer Fieldwork and Tutoring Practicum

Single section offerings, relatively stable enrollments, good retention.

Recommendations: Maintain program; explore ways to increase enrollment in Volunteer Fieldwork class.

Tutoring Laboratory

Increasing enrollment trend based on growth in positive attendance hours, limited additional information.

Recommendation: Monitor program for increasing student demand.

College Readiness

Consistent enrollment increase with same number of sections offered, excellent rate of fill, relatively high attrition rate.

Recommendations: Maintain program but monitor possible increase in demand for classes based on assessment; explore ways to improve retention.

TRADE AND TECHNICAL

Air Conditioning

Consistently increasing enrollment, good instructor:student ratio; low-cost program.

Recommendations: Maintain program; monitor for possible need for additional section.

Aeronautics

Stable enrollment, excellent instructor:student ratio for fall, 1981; good fill rate, excellent retention rate.

Recommendation: Maintain program.

Agriculture Business and Agriculture Business Work Experience

Small program; relatively low fill rate.

Recommendation: Sections have been combined, no new enrollees admitted in 1982; review program potential during 1983.

Auto Body

Stable enrollment at maximum for facility, good instructor:student ratio compared with Northern California average, excellent fill and retention rates.

Recommendations: Maintain program; monitor employment opportunities.

Auto Mechanics

Small program; slightly declining enrollment trend, low instructor:student ratio compared with Northern California average; excellent rate of fill and retention.

Recommendation: Maintain program; investigate instructor:student load, monitor enrollment.

Auto Technician

Fairly stable enrollment except for fall, 1980; low instructor:student ratio compared with Northern California average, excellent retention and fill rate.

Recommendations: Maintain program; monitor employment opportunities and currency of curriculum.

Carpentry Apprentice

Declining enrollment trend, excellent retention.

Recommendation: Phase II review to determine whether limited employment opportunities and Joint Apprentice Council decisions indicate phasing out of program.

Cosmetology

Increasing enrollment trend, good fill and retention rates.

Recommendation: Maintain program.

Criminal Justice and Criminal Justice Work Experience

Consistently low fill rate suggests too many sections being offered; retention good, fairly low instructor:student ratio considering most classes are lecture.

Recommendation: Phase II review to determine number of sections needed, potential for increased enrollment, program vitality.

Drafting

Increasing enrollment trend, low instructor:student ratio compared with Northern California average, relatively high attrition.

Recommendations: Maintain program; explore ways to improve retention, investigate reasons for significantly higher instructor:student ratio at other colleges.

Electronics

Fairly stable enrollments, excellent rate of fill, low instructor:student ratio compared with Northern California average, good employment potential.

Recommendations: Maintain program; implement recent curriculum revisions and reassess during coming year.

Fire Science and Fire Science Academy

Instructor:student ratio only 55 percent of Northern California average, relatively low percent of fill in fall semesters, marked fluctuation in enrollments.

Recommendation: Phase II review.

ADDENDUM

Through an oversight, conclusions and recommendations for Learning Resources and Community Services were omitted from the original report.

LEARNING RESOURCES

Library/Learning Laboratory

Following a significant decline between 1979 and 1980, student use of the library facility and materials has stablized; based on enrollment and the number of materials circulated, the average circulation is 1.3 items per student during the year; film circulation is relatively high on a per full-time instructor basis.

Recommendation: Increased student use of the library should be a campuswide objective; efforts to make the library a more attractive environment for students should be supported; instructors in all disciplines should be encouraged to include library related assignments in coursework; possible advantages of using some video cassettes instead of rented films should be investigated.

Instructional and Staff Development

The loss of the position responsible for instructional and staff development activities and grant assistance deprives the College of an essential service. At the same time, interest in instructional development, particularly in the area of computers, is increasing significantly.

Recommendations: Alternatives should be found to provide necessary instructional and staff development services and programs; grants, released time and incentive pay are options to consider; efforts to encourage and assist with grant proposals should be expanded and shared by all appropriate managers.

Equipment Maintenance and Delivery

There is a high volume of use for AV equipment and recording services. Maintenance of 4500 units of AV equipment places an increasing demand on staff as the equipment ages; the need exists to improve AV services to off-campus sites.

Recommendations: To the extent possible, continue to use AV staff to maintain equipment; provide the opportunity for increased training in maintenance of instructional computer equipment; provide an annually updated report on the AV equipment inventory, including information on projected needs for replacement, outside repair and security.

Graphic Arts Services

Despite staff reductions, graphics continues to provide quality service; the number of impressions generated by graphics is expanding at an alarming rate; the three major pieces of graphics' equipment--the duplicating system, the IBM copier and the Chief printing press--have

. been continually used beyond their capacities and need to be replaced.

Recommendations: To continue to identify and implement cost-savings measures related to paper use and quantity of impressions, to identify additional materials for specific classes that might be combined into packets for sale to students at cost; to include replacement of graphics equipment as a top priority if funds are available.

Television/Home Study Courses

Increasing enrollment trend in TV/home study courses; provides necessary alternative instructional modes for students, good pattern of cooperation between traditional and nontraditional instruction, very cost-efficient instruction.

Recommendations: Expand offerings, explore potential for use of cable TV as an instructional vehicle.

COMMUNITY SERVICES

The number of Community Services class offerings should continue to expand for several reasons:

1. The enrollment cap placed on the credit program offerings.
2. The absorption of some classes eliminated from the credit program as a result of the Chancellor's Office mandate.
3. The statewide trend toward more fee-based classes because of funding limitations.

It is not reasonable to expect that expanded class offerings can be handled with present staff since one person is responsible for Community Services classes, programs and special projects, and for collegewide publicity, publications and facilities scheduling and use. Implementation of the computerized registration system for Community Services classes should improve office efficiency once the system is "debugged." The number of conferences and other special projects coordinated by Community Services increased in the past year. A flexible salary schedule for classes was approved by the Board.

Recommendations: To determine the priority for expansion of Community Service offerings and, if expansion is desired, to request an additional position for program development and implementation, with the cost to be supported from class and program fees. To conduct an in-depth analysis to determine the return on investment for Community Service offerings; to establish an indirect-cost percentage for use in calculating costs.

Industrial Arts (Mach., Elec., Welding)

Good retention, excellent rate of fill, good instructor:student ratio.

Recommendation: Maintain program.

Industrial Materials

Excellent fill and retention rates, improving instructor:student ratio.

Recommendation: Maintain program.

Machine Tool

Stable enrollments, good fill rate.

Recommendation: Maintain program.

Ornamental Horticulture

Declining enrollment trend, low instructor:student ratio compared with Northern California average.

Recommendation: Phase II review.

Wastewater

Declining enrollment, very limited employment opportunities, low fill rates.

Recommendation: Program currently being phased out; monitor during 1983-84 for decision on discontinuing or reinstating.

Welding (Industrial)

Stable fall and spring enrollments, excellent instructor:student ratio and fill rate.

Recommendation: Maintain program.

Welding Technician

Excellent instructor:student ratio, trend to larger enrollments, excellent fill rate.

Recommendation: Maintain program.

IMPLEMENTATION OF PHASE II OF THE 1981-82 INSTRUCTIONAL PROGRAM REVIEW

Once concurrence is reached on the programs to be reviewed in Phase II, the emphasis in the review process should shift from the quantitative to a more qualitative assessment. The Division Chairs/Directors, in cooperation with appropriate faculty and staff, should evaluate the identified programs and

courses within these programs using applicable criteria from the following list:[1].

1. Relationship of the program to Solano's mission, goals and priorities (applicable to all).
2. Responsiveness to community needs (applicable to all).
3. Student demand and need for courses and program (applicable to all).
4. Impact of program changes on community (applicable to all).
5. Entering students' basic skills levels.
6. Course and program standards.
7. Program curriculum.
8. Relation to total college curriculum.
9. Transfer information (numbers transferring, majors continued, transferability, etc.).
10. Employment opportunities.
11. Student placement in employment in related fields.
12. Job outs.
13. Employer satisfaction with students from courses/programs.
14. Reasons for retention/attrition.
15. Strategies to decrease attrition.
16. Student satisfaction with education in program.
17. Strategies to improve student satisfaction with courses/programs.
18. Faculty currency.
19. Impacted programs.
20. External requirements and mandates for programs.
21. Service to non-majors.
22. Prerequisite to further study.
23. Scheduling patterns.
24. Sequencing of offerings.

[1]. Some criteria can be subsumed within others. Except for numbers 1-4, priority order may vary for specific programs.

25. Decrease or increase in number of sections or courses.

26. Class size rationale.

27. Certificates and degrees awarded in program.

28. Requirements for support services.

29. Facilities.

30. Equipment.

31. Cost-benefit analysis.

32. Strategies for improving cost-benefit ratio.

33. Other.

The process for Phase II review should include:

1. Identification of persons responsible for review for each program/area.

2. Identification of and agreement on specific criteria to be used for each program/area being reviewed.

3. Agreement on format for presentation of review information.

4. Identification of resources for information required.

5. Where necessary, develop methods to obtain information.

6. Establishment of deadline for review information.

7. Recommendations based on Phase I and II reviews.

S O L A N O C O M M U N I T Y C O L L E G E

INSTRUCTIONAL PROGRAM REVIEW - PHASE I
1981-82

RESOURCES

1. Aims and Goals Study: Community Survey Report, January 1980, Solano Community College Aims and Goals Committee.

2. Annual Planning Information, Vallejo-Fairfield-Napa, 1982-83.

3. Barnes, Will; Solano College's Faculty Questionnaire Summary Data, April 1982.

4 President's Load Study, Fall 1974 - Fall 1981.

5. Projections of Employment by Industry and Occupation, 1980-85, Vallejo-Fairfield-Napa, EDD.

6. Seventeenth Annual Report 1980-81, Solano County Industrial Development Agency.

7. Solano Community College Faculty Senate Report Regarding Testing and Remediation, Spring 1981.

8. Solano County Facts File, Solano County Industrial Development Agency.

9. Update of Community College Transfer Student Statistics, June 1982, CPEC.

APPENDIX

PROPOSAL FOR

INSTRUCTIONAL PROGRAM REVIEW

PHASE I

This draft of a proposal to initiate an ongoing instructional program review is presented to Division Chairs, Directors and the Faculty Senate for consideration and recommendations. The content reflects information from Solano College planning documents and program review suggestions from conferences, research and other community colleges.

Program review can be divided into three separate but related models, each requiring different emphasis and assessment criteria:

I. The Program Improvement Model

A. Purpose: To assess the quality of programs to determine those which are sound and those requiring improvement.

B. Examples of Assessment Criteria:

1. Are our nursing graduates considered well-trained by hospitals that hire them?
2. Is the equipment used in our program up-to-date?
3. How effective is the instruction in a specific area in communicating course content?

II. The Accountability Model

A. Purpose: To determine the quantitative extent to which programs are accomplishing their established goals and objectives.

B. Examples of Assessment Criteria:

1. Number of degrees or certificates awarded in a given program.
2. Number of students receiving final grades in a given class.
3. Number of students who transfer to four-year colleges.

III. The Reallocation of Resources Model

A. Purpose: To determine where institutional finances should be allocated or reallocated in a limited-budget situation.

B. Examples of Assessment Criteria:

1. What is the job placement potential for program completors?
2. What is the enrollment trend in a given program over a designated period of time?
3. What is the direct program cost?

Ideally, an ongoing, comprehensive program review should contain elements of all three models outlined above. However, considering the present budget limitations and the possibility of worse financial constraints in the coming year, our immediate need is to examine where we are currently allocating our funds and the extent to which these program allocations are contributing to Solano's instructional goals and to achieving financial stability. Student, support and administrative services will also need to be reviewed.

PROPOSED OUTLINE FOR INSTRUCTIONAL PROGRAM REVIEW, PHASE I

A. RELATIONSHIP TO COLLEGE MISSION, GOALS AND OBJECTIVES

During the past few years, Solano responded to recommendations of the Accreditation Team by examining and revising the College's philosophy, goals and objectives and conducting a community needs assessment. The resulting document, the Aims and Goals Study, was completed in March, 1980, and subsequently adopted by the Governing Board. The Aims and Goals Study contains the following guidelines for instructional planning and program review:

1. A list of the functions of the Community College, in priority order (page 6-E)

2. Solano's purposes, objectives and sub-goals to meet these objectives (pages 16-20).

3. Specific recommendations and sub-goals for meeting the needs identified by the survey (pages 21-25).

While some reordering of institutional priorities may be necessary because of recent State-level directives such as enrollment growth limitations and decreased support for noncredit classes, it is unlikely that a reassessment of goals by the community and College staff and students would alter these priorities significantly.

Recommendations

1. To distribute the above sections of the Aims and Goals Study to appropriate College groups such as the Divisions, Faculty Senate, Accreditation Committee and Management Team. These groups would review the material and, if desired, recommend revisions.

2. To convene a "revision committee" composed of a representative from each of the above groups to consider all recommended revisions and, where appropriate, to revise the Aims and Goals Study sections listed above.

3. To distribute the revised materials, campus-wide, to serve as a basis for instructional decision-making related to long-range planning, budget development, program review and accreditation preparation.

4. To establish a formal evaluation process to determine the extent to which the College's goals and objectives are being met.

Time-Line	Activity	Responsibility
February 1, 1982	Distribution of above materials to College groups	Dean of Instruction
February 19, 1982	Response from College groups	Head of each group
Week of February 22, 1982	Meeting of "revision committee"	Dean of Instruction
Week of March 1, 1982	Campus-wide distribution of revised materials from the Aims and Goals Study	Chair of revision committee

B. DEVELOPMENT OF FORMAT AND SELECTION OF CRITERIA FOR PHASE I, INSTRUCTIONAL PROGRAM REVIEW DATA COLLECTION

The following suggestions for format and criteria are based on a review of the research on program review and discussions with persons responsible for program review at eleven Northern California community colleges. The main purpose of Phase I is to gather quantitative data on programs. A draft program assessment instrument is attached for your consideration.

Recommendations

1. To define and limit the term "program," as it relates to instructional areas, it is recommended that TOPS identifiers be used as general program indicators, along with Division recommendations for more meaningful sub-program categories. For example, some areas may need to be subdivided such as Business into Transfer and Occupational; others may need to be aggregated such as single-sectional "nontraditional" foreign languages (Tagalog, Italian, etc.).

Time-Line	Activity	Responsibility
February 8, 1982	Identification of program categories for each Division/instructional area	Division Chairs/Directors

2. To select the evaluation criteria to be included in the program review. The following list includes the most frequently used review criteria for individual instructional program areas (terms are defined in Appendix A):

   a. Weekly Student Contact Hours (WSCH) or Positive Attendance (PA) generated.
   b. Full-time Equivalent faculty (FTE) per program area.
   c. Full-time Equivalent faculty (FTE) to WSCH ratio.
   d. Comparison with State-wide community college FTE/WSCH ratio.
   e. Enrollment over a specific number of semesters (usually 3-5, depending on data available).
   f. Enrollment demands for program (trends up/stable/down).
   g. ADA generated.
   h. Retention rate or percentage of withdrawal.
   i. Percent of fill in total sections offered.
   j. Where appropriate, the number of certificates or degrees granted.
   k. Expense of program. NOTE: Since this is a difficult area to quantify, some program reviews have developed general categories and rankings such as:
      1) Extent to which program is capital intensive (rank: 1 [low] to 5 [high])
      2) Extent to which program is personnel intensive (rank: 1 [low] to 5 [high])
   l. Job market demands for program.
   m. Analysis of short-term courses.
   n. Comparative analysis of on and off-campus classes.
   o. Additional program specific comments and observations.

Time-Line	Activity	Responsibility
Week of February 1, 1982	To select criteria to be included in program review	Division Chairs/Directors, Senate, Management representatives and Dean of Instruction
Week of February 8, 1982	To agree on a consistent approach and format for data collection and and reporting	Division Chairs/Directors, Senate and Dean of Instruction
February 15-24, 1982	To compile data	Division Chairs/Directors, Curriculum Technician and Dean of Instruction
March 1, 1982	To complete Phase I report	Dean of Instruction

C. IMPLEMENTATION OF PHASE II OF THE INSTRUCTIONAL PROGRAM REVIEW

The second phase of Program Review should include the following recommendations:

1. To assign a priority to programs based on Solano's mission, goals and objectives. This is a particularly sensitive and political area. Colleges undertaking major program reviews consistently report that, understandably, each program is perceived as contributing significantly to the institution's goals.

2. To correlate program priorities and Division five-year plans.

3. To identify criteria, based on data collected in the Phase I review, to determine whether programs should be increased, maintained, reduced, studied further, or suspended.

Marjorie K. Blaha
January 4, 1982

sh

MEMO

TO: Dr. Blaha, Dean of Instruction

FROM: Mary Buckley, Division Chair, Math/Science MB.

DATE: April 16, 1982

The impression of the Math/Science staff is that the purpose of the Program Review is fiscal efficiency.

If that is the case, the objectives of the college should be listed by priority.

A question was asked as to what criteria will be used to determine whether programs need further study, Page 2 March 30 memo - first sentence.

Opinions were expressed that so much attention is being paid to cost efficiency in the Program Review that we are losing sight of academic concerns.

A suggestion was made that work on the Program Review cease until a follow-up study of our students is made. When it is completed, try to correlate the results of that study with the Program Review to establish a balance between quality of product produced and cost.

A suggestion was made that we work toward the following policy:

> By the time a student has accumulated 12 units, he/she should have taken an English class and had math remediation classes, if they are necessary.

dsf

cc: Math/Science Instructors

SOLANO COMMUNITY COLLEGE

Fine and Applied Arts Division

M E M O R A N D U M

TO: Dr. Blaha

FROM: Carol Bishop CB

DATE: May 4, 1982

SUBJECT: Program Review

The program review for Fine and Applied Arts was sent to all full time faculty members one week prior to the Division meeting on April 29, 1982.

At the April 29 meeting, division members expressed concern that everything was being reduced to numbers and dollars. Concern was expressed that no consideration was being given to quality of instruction, cultural enrichment of students' lives and the need to provide a broad general education to students.

Based on a 350 minimum WSCH to FTE ratio, Drama, Food Service and Television would appear to warrant stage 2 review.

However, a decision has already been made to eliminate, at least temporarily, the Food Service curriculum. Television and Cinema really need to be considered together, rather than separately as they are part of the same major in Telecommunications. Since Cinema has a fall ratio of 704, the total program appears to be in good shape.

Home Economics with 385 and Music with 383 are above 350 but below 400. They may need phase 2 study in the future, if they do not improve in the future.

This leaves Drama, with a 292 ratio, as the area needing most immediate study. The first step is to ascertain if positive attendance, open entry, open exit classes are being counted in totality. Once this is done, further study can proceed.

Faculty Senate SOLANO COMMUNITY COLLEGE • P.O. BOX 246 • SUISUN CITY, CA 94585
(707) 864-7000

May 13, 1982

Dr. Marjorie Blaha
Dean of Instruction
Solano Community College

Dear Dr. Blaha:

Subject: Faculty Senate Position Regarding the Program Review

The Faculty Senate recognizes the need for an on-going program review in order to establish a reliable source of data from which the faculty and administration can better serve our students, improve our offerings, improve retention, fulfill the recommendations of the accreditation reports, and meet the goals of the college. As the process is at its initial stage, it is extremely difficult to derive meaningful conclusions from the data offered.

The Administration has provided data references to all divisions, data drawn from various sources and institutions supposedly similar to our own. However, this data can only be used with caution and as a starting point. The first reference set of data was strictly number based and must be interpreted by each division in view of its particular programs. The Senate does not support the concept of a common base of reference for all divisions, but would encourage each division to provide a balanced evaluation of its offerings in relation to the specific needs of its clientele and the circumstances under which it operates.

A second set of questions (26), the purpose of which is to generate evaluation, has been submitted. The vast array of questions and subjects cannot properly be answered without in-depth study by all concerned as these questions raise issues fundamental to education: quality of courses, evaluation of our clientele, level of preparedness of students, attendance, potential effect of the intersegmental GER prerequisites, new university requirements, etc. What is actually taking place is an evaluation at all levels of the entire institution and the way it operates.

The Faculty Senate is extremely concerned by the absence, in the evaluation data, of any reference to recent reports and surveys: 1. The SCC Faculty Survey (April 1981); 2. General information provided by LARC regarding the state of college student preparedness (or lack of it); and 3. The latest survey by Mr. Will Barnes (Special Services, April 1982) regarding the fact that 50% of our students are inadequately prepared for college-level studies (50% in English, 60% in math); therefore, jeopardizing the existence of the GER and transfer courses, and negatively affecting all other courses. In so far as the Senate is able to attest, no measure has been implemented to correct this state of affairs; hence, any decision arrived at without taking this fact in consideration in any program evaluation would render the results worthless.

In the near future, all community colleges are going to experience radical changes: stiffer requirements for transfer, higher demands in math, higher technological prerequisites, and a gradual implementation of assessment and remediation. The

Faculty Senate feels any meaningful decisions on program review would now be premature. Furthermore, the Senate respectfully submits that any decisions regarding a given program, if it excludes the above rationale regarding a subjective evaluation of the kind of services we are supposed to provide, would jeopardize the entire educational process.

The Senate suggests that we first learn the level of preparedness of our students by providing a valid assessment process. The college can eventually implement a rigorous remediation program through which our students would undertake classes with an ever-increasing chance of success instead of a one-shot chance for failure. The Senate recommends that the data presently gathered be used as a comparative basis by which a realistic estimate of our needs can be made. The second year of evaluation will provide confirmation of the estimate.

The Senate supports the concept of assessment and vigorously endorses remedial or compensatory courses leading to adequate preparation of students. The Senate further recommends, in view of the above, that the faculty at large contribute to the evaluation of our students by re-examining course prerequisites and help students by outlining to them the need for adequate academic preparation so they can be successful in their studies.

The Senate believes that information has been gathered by all divisions, surveys, reports, counseling, and other sources sufficient to recommend that final decisions regarding program evaluation be postponed until the first results of the assessment process have been documented.

Respectfully yours,

Georges Gérard, President
Faculty Senate

Senate membership:

James Claffey
John Jackson
Richard Chabolla
Nick Hendrickson
Doris Higgins
Noel Knopf
Jack Wheeler
Helen Kelly
Laurie Duesing
Larry Stratton
Tom Warren

Program Review, 1982
Phase II
Language Arts Division Response

The Language Arts Division has considered the twenty-six questions which have been suggested for evaluating the instructional program at Solano. While we recognize the financial concerns these questions address, we feel the quantitative answers required by many of them are not appropriate to the arts and humanities--essential disciplines that cannot be quantitatively defended.

We agree that the instructional program at Solano needs evaluating, but the evaluation should concern itself with ways in which our program can improve our course offerings and further the education of all our students. We think questions 1, 6, 12, 15, 17, 20, 21 and 25 address such objectives. In addition, we urge a program review that has a goal of improving class-fill rate and student retention rate, not just cutting those classes which are low in both areas. Thus, this question must also be asked: How can we improve class-fill rate and retention rate in classes we deem valuable?

Another question arises from the lack of an adequate assessment and remediation program at Solano, which, according to experience at other colleges, would improve retention rate and enhance the general success of our students. A question that follows from this lack is: How much validity does the quantitative data already gathered have in determining program effectiveness?

Our committed aims are those of Solano College:

> To provide the first two years of college education for students who plan to continue their education at a four-year college or university.
>
> To provide vocational or technical training.
>
> To give everyone who wishes a chance to continue his/her education.

Our best interests include service to our students, support of our classes and faculty, improvement of our course offerings, and any necessary expansion of our class offerings.

Operating a college involves more than cost analysis; indeed, education cannot be based solely on dollars and cents. Part of the humanizing experience to which we, by discipline, are committed, relies on exactly the kinds of classes that cannot be quantitatively defended. Solano College is precisely that--a college, not a technical institution. Our college, as all others, must earn its name.

Higher learning does not only mean knowledge acquired after the twelfth grade; it also means higher in terms of vision, of aspirations, of reaching beyond measurable facts to that which can never be measured--truth.

> And so if one is driven to say a word for the humanities and the arts in a time when too much ill-considered technocratic noise pretends to be the "voice of science," one is not speaking against science or scientists, but only for sanity. Science and art are

complementary, not competing. And it would be idiotic to defend the arts for pseudoscientific or pragmatic reasons, for any "usefulness" as "communication" or "therapy" or anything else that they may incidentally have. They are indispensable precisely because they are expressions of truth, a way of understanding, at the deepest level, the world of man.

(from Wallace Stegner,
"One Way to Spell Man")

TOTALS

From Aims and Goals Study, January 1980

WHICH METHOD OF INSTRUCTION DO YOU PREFER

1. LABORATORY/SHOP CLASSES.....95%
2. FIELDWORK O-J-T CLASSES.....94%
3. CLASSROOM LECTURE/DISCUSSION..89%
4. SHORT WORKSHOP CLASSES.....88%
5. SELF-PACING CLASSES.....66%
6. TELEVISION CLASSES.....51%
7. CLOSED CIRCUIT TV CLASSES.....44%
8. CORRESPONDENCE CLASSES.....35%
9. RADIO CLASSES.....26%
10. NEWSPAPER CLASSES.....23%

C-1

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FUNCTIONS OF THE COMMUNITY COLLEGE
(Prioritized, #1.= Top priority)

1. TO PROVIDE THE FIRST TWO YEARS OF COLLEGE FOR STUDENTS WHO WANT TO GO ON TO A FOUR-YEAR COLLEGE OR UNIV.
2. TO GIVE EVERYONE A CHANCE TO CONTINUE HIS/HER EDUCATION.
3. TO PROVIDE VOCATIONAL OR TECH. TNG.
4. TO PROVIDE COUNSELING ABOUT CLASSES.
5. TO PROVIDE FINANCIAL AID FOR STUDENTS WHEN IT IS NEEDED.
6. TO PROVIDE CLASSES IN BASIC SKILLS LIKE READING AND ARITHMETIC.
7. TO PROVIDE SPECIAL TRAINING FOR THE COMMUNITY.
8. TO MAKE THE COLLEGE CAMPUS AVAILABLE FOR COMMUNITY ACTIVITIES.
9. TO SPONSOR CULTURAL EVENTS SUCH AS LECTURE SERIES, CONCERTS, ART SHOWS DANCE WORKSHOPS, ETC.
10. TO PROVIDE CLASSES ABOUT MINORITY OR SPECIAL INTEREST GROUPS.

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THE PURPOSE AND OBJECTIVES

OF

SOLANO COMMUNITY COLLEGE*

PURPOSE

Solano Community College was founded in the belief that its function is to provide a system of free public education at the college level for all who can and will profit from it -- a system affording students of varied abilities and interests many opportunities for self-fulfillment and service to society.

OBJECTIVES

1. To be aware of the changing needs of individuals and groups within the community and to develop diverse educational offerings in response to those needs

2. To provide the lower division requirements in the Liberal Arts and professional fields for students who plan to transfer to a four year college or university

3. To provide education for any person over eighteen who can profit from the instruction

4. To provide training and skills (business, technical and vocational education) which will qualify students for employment and advancement in their chosen fields

5. To provide counseling and guidance services to assist students to identify and plan academic programs and attain personal and career objectives

6. To provide remedial learning opportunities in reading, English and mathematics

7. To provide and develop educational leadership which will be effective in meeting the changing needs of the community

8. To guide students to seek knowledge of themselves and the world

9. To develop an appreciation of the cultural and subcultural characteristics of each community

*The outline form of the purpose and objectives described on this page have been taken from the S.C.C. General Catalog, 1978-1980.

OBJECTIVES

1. TO BE AWARE OF THE CHANGING NEEDS OF INDIVIDUALS AND GROUPS WITHIN THE COMMUNITY, AND TO DEVELOP DIVERSE EDUCATIONAL OFFERINGS IN RESPONSE TO THOSE NEEDS.

   Sub Goal...To meet the changing needs of the community by providing an ongoing needs assessment and evaluation of the college programs and procedures, including periodic evaluation and updating of the college philosophy and goals through community involvement.

2. TO PROVIDE THE LOWER DIVISION REQUIREMENTS IN THE LIBERAL ARTS AND PROFESSIONAL FIELDS FOR STUDENTS WHO PLAN TO TRANSFER TO A FOUR YEAR COLLEGE OR UNIVERSITY.

   Sub Goal...To maintain academic standards at a level which facilitates student transfers to other institutions of higher learning

   ...To ensure a curriculum which prepares students for the rigors of a four-year instructional program

   ...To provide a transfer curriculum which permits earned credits to be fully transferable to four year colleges

   ...To articulate our curriculum with that of the four-year to assure transferability

   ...To obtain follow-up evaluation of transfer students

3. TO PROVIDE EDUCATION FOR ANY PERSON OVER EIGHTEEN WHO CAN PROFIT FROM THE INSTRUCTION

   Sub Goal...To offer a wide selection of classes which will be intelectually stimulating to learners who vary in age, ability, and other characteristics

   ...To plan the curricular and co-curricular programs in ways which recognize the need for, and the desire of, many to continue life-long learning.

   ...To examine non-traditional, as well as conventional, approaches to learning in a continuous search for the most effective techniques of instruction and learning

   ...To actively promote a positive attitude about, and a desire for, learning on the part of all students

4. TO PROVIDE TRAINING AND SKILL DEVELOPMENT (BUSINESS, TECHNICAL AND VOCATIONAL EDUCATION) WHICH WILL QUALIFY STUDENTS FOR EMPLOYMENT AND ADVANCEMENT IN THEIR CHOSEN FIELDS.

Sub Goal...To provide courses consistant with the vocational needs of students

...To provide apprenticeship opportunities

...To provide on-the-job experiences utilizing local, personal and organizational resources

...To obtain follow-up evaluation of on-the-job performance of graduates

...To endeavor to develop attitudes in students toward work which demonstrate an understanding of economic realities

...To provide career counseling services

...To provide job placement services

5. TO PROVIDE COUNSELING AND GUIDANCE SERVICES TO ASSIST STUDENTS IN PLANNING ACADEMIC PROGRAMS AND IN IDENTIFYING AND ATTAINING PERSONAL AND CAREER OBJECTIVES

Sub Goal...To assist students to develop self confidence and positive self esteem

...To assist students in the development of long and short range educational goals

...To provide financial aid services

...To maintain information on the educational requirements of the varied fields of employment, as well as higher education undergraduate degree requirements

6. TO PROVIDE REMEDIAL LEARNING OPPORTUNITIES IN READING, ENGLISH AND MATHEMATICS

Sub Goal...To work with local agencies to increase the level of proficiency in basic skills

...To assist the student to develop the ability to communicate effectively, orally and in writing.

...To assist the student to develop general skills in mathematics

...To assist the student in the development of reading skills and comprehension

7. ENDEAVOR TO PROVIDE AND DEVELOP LEADERSHIP WHICH WILL BE EFFECTIVE IN MEETING THE CHANGING NEEDS OF THE COMMUNITY

Sub Goal...To provide courses and activities for broadening knowledge and skills necessary for effective participation in a democratic society

...To promote the a ctive participation of individuals in the democratic process of government

...To initiate and participate in community problem-solving programs

...To promote a sense of loyalty to self, family, community, state and country

8. TO GUIDE STUDENTS TO SEEK KNOWLEDGE OF THEMSELVES AND THE WORLD

Sub Goal...To foster the use of books and various other media for transmitting information

...To develop a variety of experiences conducive to constructive use of leisure time

...To provide opportunities for reflective thought by staff, students, and the community

...To provide for development of lasting habits of physical fitness and mental alertness

...To develop personal convictions reflected in lives that are honest, self disciplined and spiritual

...To share knowledge and skills with others

...To examine objectively, various sides of controversial issues

...To utilize the steps of systematic problem solving

...To develop the ability to learn from the experiences of ones self and others

...To recognize what contribution one can make to society

...To develop social skills required for personal relationships and group dynamics

9. TO ASSIST IN THE DEVELOPMENT OF AN APPRECIATION WITHIN THE COMMUNITY OF THE MANY FACETS OF ITS CULTURE AND SUB CULTURE

Sub Goals...To provide opportunities to enhance social awareness

...To provide opportunities for the community to participate in the performing arts

...To promote study of the local history, geography and culture

...To enhance respect for individuals and their divergent points of view

...To promote interpersonal values that support the progress of the greater community of mankind

...To recognize the contributions and cultural heritages of all ethnic, racial and religous groups within the community

...To provide opportunities for the development of individual creativeness

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